

Getting Along Together

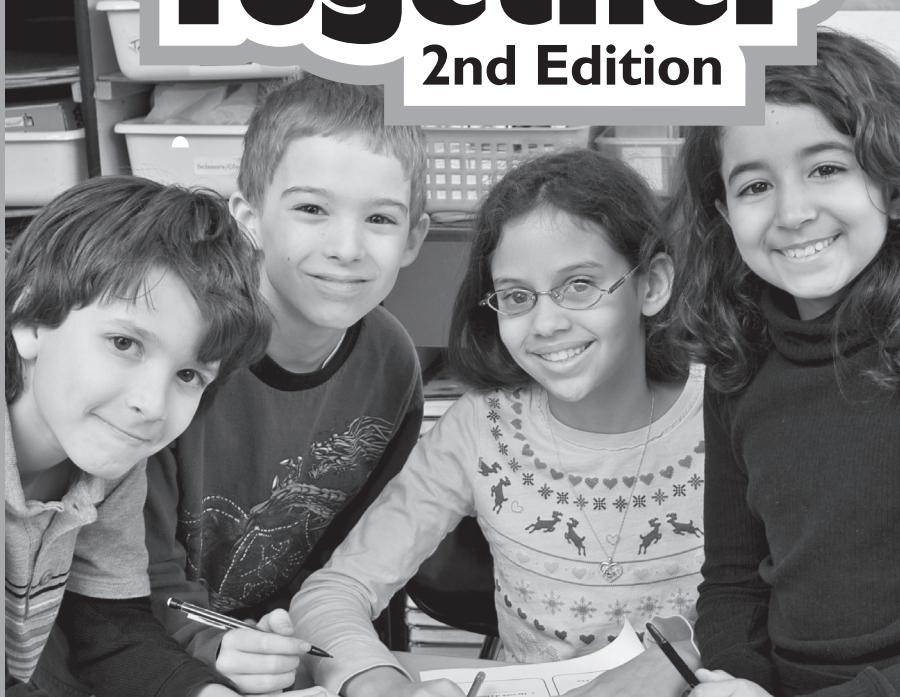
2nd Edition



Grade 5 Teacher's Manual

Getting Along Together

2nd Edition



Grade 5 Teacher's Manual

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

Getting Along Together 2nd Edition Grade 5 Teacher's Manual

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We wish to acknowledge the coaches, teachers, and children who piloted the program and provided valuable feedback.

The Getting Along Together 2nd Edition curriculum and materials were developed as a collaboration among the University of Michigan (F. Morrison, R. Jacob), Harvard University (S. Jones), and the Success for All Foundation (N. Madden). The work was supported in part by a grant from the U.S. Department of Education, grant number: R305A090315, entitled "SECURe: Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention," F. Morrison, S. Jones, R. Jacob, and N. Madden, Principal Investigators.

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Grade 5: 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
<ul style="list-style-type: none"><input type="checkbox"/> Getting Along Together 2nd Edition Teacher's Guide<input type="checkbox"/> Brain Game Cards - G4 and 5<input type="checkbox"/> Craft sticks<input type="checkbox"/> Plastic chips<input type="checkbox"/> Super/great/good team stickers (22 pack)GAT Poster Set<ul style="list-style-type: none">Stop and Stay Cool StepsFeelings ThermometerTrain Your Brain! posterActive Listening posterTeam Success! posterTeam Tally posterHurdles poster<input type="checkbox"/> Peace Path poster<input type="checkbox"/> The Feelings Universe poster<input type="checkbox"/> Cool Kid certificates (75 pack)<input type="checkbox"/> Chilly puppet<input type="checkbox"/> Strategy Card (30 pack)	<ul style="list-style-type: none"><input type="checkbox"/> Getting Along Together 2nd Edition Teacher's Manual for grade 5<input type="checkbox"/> Getting Along Together 2nd Edition DVD<input type="checkbox"/> GAT2 teacher/team/student blackline masters for grade 5 (Note: These are also available on the SFAF Online Resources.)<input type="checkbox"/> Grades 4 and 5 Think-It-Through sheets (30 pack)GAT2 Grade 5 Trade Books<ul style="list-style-type: none">How Are You Feeling? Foods with MoodsOur Friendship RulesHenry and the Kite DragonTrouble TalkNobody Knew What to Do

Classroom Set-up Prior to Unit I

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.)
 - 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: 8.5 x 11 inch version of the Peace Path ideally placed in protective plastic, the Settle-Down Jar (see *GAT 2nd Edition 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.
8. Journals: Have a blank journal available for each student. Either staple paper together or consider supplying notebooks.
9. Getting Along Together Strategy Card: If possible, laminate the card since it will be used throughout the year.

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.

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 they 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: Getting Organized

UNIT OVERVIEW

Unit Focus

In this eleven-lesson unit, the students are introduced to the Getting Along Together program and its routines. The students will learn a variety of tools for teamwork. Some of these tools will be used for academic learning—cognitive skills such as focus, self-control, memory, and cognitive flexibility. Other tools will be used for getting along with one another, including the ability to manage emotions, effectively communicate feelings and opinions, and use a decision-making process to resolve conflict situations with win-win solutions. At the end of the unit, the students will hold their first Class Council. The students will lead these meetings in which they will review the week, set class goals, and celebrate class successes.

Unit Outcomes

Students will:

- participate as active and successful members of a team community (complete team tasks, help and encourage other team members, listen to other team members and ask questions, lead and allow others to lead, set and work toward team goals);
- understand the value of community;
- use listening skills during team discussion and active instruction in the classroom to take in, store, retain, and access information;
- sustain attention on a task;
- ignore distractions when doing a task;
- switch attention easily from one task to another or from one part of a task to another when appropriate;
- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives;
- understand the link between focus and memory;
- understand the link between comprehension and memory;
- learn memory strategies such as mnemonics, categorizing/chunking, mental visualization, note-taking, etc;

- inhibit inappropriate automatic (reflexive) or dominant responses in favor of more appropriate behavior;
- utilize a variety of self-control techniques to meet the demands of the situation (e.g., learning in a class setting);
- utilize a variety of techniques to calm themselves;
- 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;
- express emotions to others in effective ways;
- use a variety of techniques to regulate emotions such as anxiety and anger;
- 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 appropriate and inappropriate expressions of emotions and develop a filter for inappropriate expression;
- remember and follow complex commands (e.g., two- and three-part commands) during active instruction and throughout the school day; and
- formulate a simple plan of future action (including goal setting).

Books Used in Unit:

How Are You Peeling? Foods with Moods by Saxton Freymann and Joost Elffers

One is not a team!

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 What's That I Hear? 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 realize that a team is successful based on the contributions of each person and all teammates working together toward a common goal.

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 first two weeks of school, GAT is taught daily for 60 minutes. When you begin to teach GAT lessons weekly, the lessons are 30 minutes.
- Write the name of each student on a craft stick for choosing the Cool Kid randomly; place all the sticks in a permanent container.
- 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.
- Optional: Plan a fun way for the students to find their teammates. For example, have groups of words that are associated with one another for each team and write each word on a card. The students search for others with associated words.
- Post a sentence strip titled "Tools for Teamwork" in the area of the classroom where you are posting GAT materials.

- Have the Team Tally and Team Success! posters displayed, and have the super, great, and good stickers ready to show the students. Write the team names on the chart during the lesson after teams have chosen their names.
- Copy the Team Cooperation Goals page depicting the five goals—one per team. If possible, laminate them, or use a protective plastic cover.
- Make a transparency of the “Did it take a team?” page, or put similar pictures of the Golden Gate Bridge and the Egyptian pyramids on the whiteboard.
- Write each word of the headlines (in step 2 of Teamwork) on an index card. Clip the words from each headline together to give to a team. Make sure you have one pack of words per team. The students will put the words together to form headlines.
- When you introduce the Cooperative Challenge, write it on the appropriate permanent space so the students can see it all week.
- Sign and copy the Parent Peek letter—one per student.

Agenda

Active Instruction

- Introduce the unit, and present the Big Q.
- Review the team cooperation goals.
- Discuss examples of team accomplishments that would not be possible without the contributions of a team; show the pictures on the “Did it take a team?” page.

Teamwork

- Assemble the students into their teams, and assign partnerships.
- Teams do the activity to assemble newspaper headlines.
- Each team chooses a team name.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter.

Active Instruction

5 minutes

Introduce the unit, and choose the Cool Kid.

1. Welcome the students to Getting Along Together, and explain that in this first unit, they will practice working as a team to learn and solve problems together. Explain that many of the students may have used Getting Along Together in earlier grades in school. Use **Buddy Buzz** to ask:

Which parts of Getting Along Together do you remember?

Answers will vary. For example, I remember the Cool Kid, the Peace Path, win-win solutions, Stop and Stay Cool, Stop and Think, etc.

- Explain that they will continue to have the Cool Kid this year in Getting Along Together, and the Cool Kid will have extra responsibilities in the classroom (e.g., running the weekly Class Council).
- Select the first Cool Kid's name from the craft sticks. Post the student's name in the appropriate space in the classroom. Explain that for the first two weeks of school, there will be a new Cool Kid each day.
- Explain that everyone else in the class will remember all the Cool Kid's positive actions—especially those that enhance teamwork. Show the students a Cool Kid certificate, and explain that they will give meaningful compliments to the Cool Kid at the end of the day.
- Remind the students how to give meaningful compliments. Use **Buddy Buzz** to ask:

What is an example of a meaningful compliment?

Answers will vary. For example, I like the way Jordan was a good teammate when she helped Ryan clean up the papers that fell off his desk.

- Emphasize that a meaningful compliment is about actions, not about things such as someone's clothes or other objects that he or she has. For example, saying you like someone's shoes or hairstyle is not a meaningful compliment. Remind the students to keep an eye out for how the Cool Kid is being a great team member or doing a fantastic job in other ways.

8 minutes

Review the team cooperation goals.

2. Explain that the students will work in teams throughout the year. Review the team cooperation goals to highlight expectations for teamwork. See if the students can explain what each team cooperation goal means.

- Practice active listening: Listen carefully to teammates' ideas and comments.
- Explain your ideas/tell why: Offer support and detailed explanations for your ideas during team discussions so teammates fully understand you.
- Everyone participates: All team members participate in every activity.
- Help and encourage others: Say helpful and encouraging words to teammates when they are struggling with a problem, and offer praise for a job well done.
- Complete tasks: Work to make sure that all teammates complete each task.

What do you think would happen if teammates didn't actively listen to one another?

They wouldn't hear one another's ideas, they would get frustrated with one another, and the team would not be able to accomplish its goals.

What would happen if all teammates didn't participate and a teammate was left out?

The teammate who was left out would feel bad, and the team would not meet its goal of having everyone participate. Not every team member would be prepared for Random Reporter.

- Explain that all year in Getting Along Together, the students will be learning Tools for Teamwork. Post the Tools for Teamwork sentence strip in the area of the classroom where you will post GAT items. Explain that some of the tools will help them learn together, and others will help them get along with one another. Post the team cooperation goals under Tools for Teamwork. As the students learn other skills and strategies in each unit throughout the year, these skills and strategies will be added under Tools for Teamwork.

5 minutes**Discuss examples of team accomplishments.**

3. To introduce the characteristics of successful teams, discuss a few examples of extraordinary accomplishments that were the result of teamwork. Show the pictures of the Golden Gate Bridge and the Egyptian pyramids on the “Did it take a team?” page (or show pictures on the whiteboard). Have the students discuss with a partner how many people they think it took to build the Golden Gate Bridge and the pyramids in Egypt. (The students will be assigned partnerships during Teamwork, but for this activity, they can share with a person sitting nearby.) Use **Buddy Buzz** to ask:

Could one person have built the Golden Gate Bridge alone? Why or why not?

No, building the bridge required many people, each of whom specialized in a particular task.

How do you think a team of people makes projects like this possible?

By working together and with each person doing a specific part of the project, a team of people is able to accomplish much more than any one person could accomplish alone.

- Explain that the students will work in teams throughout the year, and together they will be able to accomplish great things!

Teamwork

5 minutes

1. Assemble the students into their teams. (As described in Advance Preparation, you can choose to do a quick, fun activity to get them into teams or simply announce the teams.)
 - Once the students are seated with their teams, assign partnerships within each team. Give the students a minute to quickly introduce themselves to their partners and teammates.

15 minutes

2. Explain that the students are going to do an activity with their teammates. Tell the students that each team is going to get a set of words. When the words are put in the correct order, they will make a newspaper headline. Make sure that the students know what a headline is, and show an example from a newspaper if you have one.
 - Pass out the word cards to each team, and review the following directions:
 - Tell the students that you are going to put the set of words face down on the team’s table.
 - Each person should take one word card, but keep it face down. If there are extra word cards, keep them face down in the middle of the table.

- Tell the students to turn over their word cards and begin assembling them into a headline that makes sense.
- Tell the students that there is no talking during the activity and no grabbing one another's words. Each teammate takes a turn at placing a word in the headline. They need to figure out how to communicate with one another without talking.
- When you feel that the students understand the directions, have them complete the activity. Circulate as the students work to observe team interactions. For your reference, here is the list of headlines:
 - Quarterback Wins Super Bowl for New York
 - Pilot Lands Plane Safely in the Hudson River
 - Phillies Come Together to Win the World Series
 - Team of Engineers Designs New Hybrid Car
 - LeBron James Shines and Defeats the Mavericks
 - Construction Workers Volunteer to Build Homes
 - Armstrong Makes History and Lands on the Moon
 - Rescue Workers Join Forces to Save Buried Workers
- Once all the teams have successfully arranged their words, debrief the activity by discussing how the teams communicated and assembled the headlines without talking or grabbing. Ask:

How did you communicate, take turns, and get the words in the correct order to make a headline that made sense?

Accept supported answers. For example, we used eye contact, pointed with our hands, took turns by going in a circle, and looked carefully at one another's words.

What did you learn about working as a team from this activity?

Accept reasonable responses. For example, we learned to take turns and be aware of one another's needs and how to listen to one another without using words.

- Have each team read their headline aloud to the class. Talk about whether each headline attributes the success to one person or to the entire team. For example, when discussing the headline about the pilot who safely landed the airplane on the Hudson River, talk about the other people involved in making that landing and rescue a success. Help the students realize that the air-traffic controllers, the flight attendants on the plane, the rescue boats waiting on the river, and the divers who went into the river to rescue passengers all helped to make the rescue a success. Highlight the point that one person is often credited as a hero when the work of many people was involved behind the scenes. Emphasize that all these accomplishments rely on the work of an entire team, not just the contributions of one individual.

7 minutes

3. Now that the students have had a chance to work with their teams, have each team decide on a team name. Encourage the students to make sure that everyone participates and gets a chance to share an idea for the team name. Remind the students that the names should be positive.
 - Have the teams record their name on a team folder or a sign to be placed on their table or desks. Share the team names as a class as you record them on the Team Tally and Team Success! posters.
4. Explain that at the end of every lesson, they will answer the Big Q. Tell the students that the Big Q will be an opportunity to earn points for their teams. Have the students do a team huddle to make sure that they are all prepared to answer the Big Q. Remind the students to make sure that every teammate is prepared so they can earn 2 points for their teams!
 - Announce that starting tomorrow, you will present and post the Big Q at the beginning of the lesson so the students know what they need to answer at the end of the lesson.
 - Explain that another opportunity to earn points for their team is the Cooperative Challenge. Explain that this week's Cooperative Challenge is using active listening and that you will award team points whenever you see the students using their active-listening skills. Encourage the students to earn as many points as they can and be super teams!

5 minutes

Reflection

5 minutes**2 points**

The Big Q:

What do you think the saying, “There is no I in team” means? Do you agree with this saying? Why or why not?

Accept supported answers. For example, yes, I agree with this saying because, even though a team is made up of individuals, the success of the team depends on all members working together.

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

- Encourage the students to bring in headlines about teams and their accomplishments from current newspapers or magazines.
- Show the following quote about teamwork:

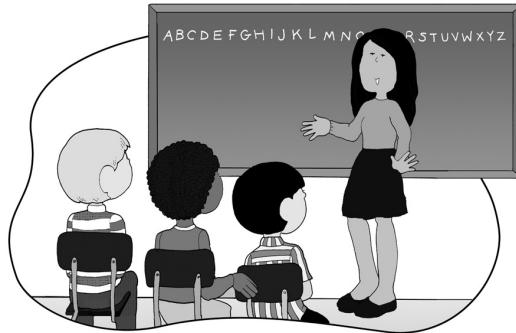
“One man can be a crucial ingredient on a team, but one man cannot make a team.” — Kareem Abdul Jabbar

Have the students write a one-sentence statement about what makes a good team. Post some of the students’ statements in the classroom.

- Share historical examples of teamwork during science and social studies classes.
- Encourage and reward the students for exemplifying good teamwork throughout the day.

Team Cooperation Goals

Practice Active Listening



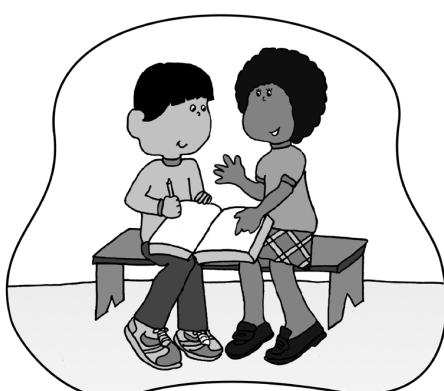
Explain Your Ideas/
Tell Why



Everyone
Participates



Help and
Encourage Others



Complete
Tasks



Did it take a team?



Team Headlines



Quarterback Wins Super Bowl for New York



Pilot Lands Plane Safely in the Hudson River



Phillies Come Together to Win the World Series



Team of Engineers Designs New Hybrid Car



LeBron James Shines and Defeats the Mavericks



Construction Workers Volunteer to Build Homes



Armstrong Makes History and Lands on the Moon



Rescue Workers Join Forces to Save Buried Workers



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.



Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

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

The skills that your child will learn and practice include working as a team, identifying feelings and expressing them appropriately, resolving conflicts in a positive manner, and learning to see situations from someone else's perspective.

In the program, the students will also play Brain Games, which are fun games designed to help the students practice four important skills for classroom learning: focus, cognitive flexibility, memory, and self-control.

Here are a few ways that you can practice some of these skills at home:

- Help your child identify a quiet place at home to do homework—a place with no distractions so he or she can focus.
- Ask your child to remember a list of items that you need to get at the store.
- Talk about examples in the news of people who could have benefitted from using self-control strategies to make better decisions.
- Praise your child for using win-win solutions to resolve conflicts peacefully.

Sincerely,

Your Fifth-Grade Teacher

Focus—Get organized!

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 Bobby Bright 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 being organized and taking notes helps maintain focus and keep track of important information.

ADVANCE PREPARATION

- Have the Brain Game deck of cards available with the Focus games on top.
- Post the Train Your Brain! poster in the classroom under Tools for Teamwork.
- Have a composition book available for each student to use as a journal. (You could also make journals by stapling or binding together lined paper.)
- Cover a desk at the front of the room with crumpled-up papers, books, markers, and any other materials that are easily available to make a messy, disorganized desk.
- Prepare a note-taking model on the whiteboard or on a chart (see the third bullet in Active Instruction).
- Copy the Taking Notes sheet—one per student.

Agenda

Active Instruction

- Explain that one of the major goals this year is to build the students' brain muscles.
- Demonstrate how it is difficult to focus when things are not organized, and review strategies for focusing.
- Discuss note-taking strategies and how to use them throughout the school day.

Teamwork

- Read two different excerpts from historical speeches to demonstrate the value of taking notes and being organized about what you want to find out.
- Introduce the journals, and have the students self-assess their ability to focus.
- Teams play Focus Brain Games.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Introduce the lesson, and present the Big Q.

1. Put up the Train Your Brain! poster under Tools for Teamwork in your classroom, and review that these are the skills you need to be a good team member (focus, stop and think, remember). Explain that today the students will talk about the Brain Game skill, focus. Present 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: How does taking notes help you focus? How can this skill help you in school?

7 minutes

Demonstrate the value of being organized.

2. Go to the front of the room to the desk that you covered with books, crumpled-up papers, and other things to make it messy. Explain to the students that you are looking for a rough draft of a poem that you wrote yesterday. Tell the students that you want to read it to them to get their feedback. Look through the crumpled-up pieces of paper and the books, and act out becoming frustrated because you can't find the draft of your poem. Use **Buddy Buzz** to ask:

Why do you think I am having trouble finding my poem?

Accept reasonable responses. For example, because the desk is so messy that you can't find it.

Why is it difficult to focus on a task when you are disorganized?

You can't find things, you waste time looking for things, you get distracted by other things, and you can get easily frustrated by the mess.

Review what it means to focus. Refer to the Train Your Brain! poster, and point to *focus* at the top. Hold up the Brain Game cards, and remind the students that we play these games to strengthen our mind muscles! Explain that today they are talking about strengthening their ability to focus. Use **Buddy Buzz** to ask:

What does it look like to focus?

When you focus, your eyes are on the speaker or what you are doing, and you are paying close attention and listening carefully.

What are some strategies that you can use to help you focus?

- *Use active listening.*
- *Keep my work area clear.*
- *Use self-talk to remind myself to focus.*
- *Be organized, and take notes to stay focused.*

8 minutes

Discuss
note-taking strategies.

3. Tell the students that today they will see how taking notes is helpful for maintaining focus. Explain that taking notes is one way to stay organized. Similar to keeping their desks organized and free of clutter, keeping organized notes is very important to learning and staying focused. Discuss a few note-taking strategies that can help the students keep their focus when learning new information in school. Model the following strategy based on the Cornell method of taking notes. Write the following chart on the board or overhead.

Key Words	Notes
focus	To focus you need to actively listen and pay close attention.
be organized	Keep desk organized and free of clutter to keep your focus.
note-taking	Taking notes helps to keep focus on important information.

Summary:

To focus on important information, it is helpful to be organized, pay close attention, and take careful notes.

Explain that these are some notes that you took to prepare for teaching today's lesson. Emphasize that you can tell the important information that you want to communicate from a quick glance at these notes. Use **Buddy Buzz** to ask:

How could you use this note-taking technique in school this year to help you learn and keep track of information?

Accept supported answers. I could use this technique in all my classes to keep track of important vocabulary and information. It would also help me study because I would have all the important information organized in one place.

Teamwork

15 minutes

1. Do the following activity to illustrate how taking notes is helpful. Read aloud the following excerpt from Susan B. Anthony's speech about why women should have the right to vote, which she gave after being arrested for voting illegally in the 1872 presidential election. Do not give the students any directions about what you want them to listen for or any instructions about taking notes.

Friends and fellow citizens: I stand before you tonight under arrest for the crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

- Now tell the students that you are going to read an excerpt from Martin Luther King, Jr.'s "I Have a Dream" speech. This time tell the students that you want them to listen for three key words during the speech: *equal*, *brotherhood*, and *freedom*. Pass out a Taking Notes page to each student, and have the students write these three words in the Key Words column. Tell the students to listen for these key words during the speech and jot down a few notes in the Notes column about what Dr. King was trying to say about these ideas. Read aloud the following excerpt as the students take notes:

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its belief that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

- After reading the speech, give the students a minute to finish up their notes and discuss with their partners. Use **Buddy Buzz** to ask:

What do you recall about Susan B. Anthony's speech?

Answers may vary.

Did you find it easier to focus during the speech when you were listening for key words?

Hopefully the students will say yes because they focused and listened for the key words.

What do you recall about Martin Luther King, Jr.'s speech?

Answers may vary. The students should recall more since they took notes about key words.

- Tell the students to use the following tips when reading for information:
 - Preview the questions before starting to read so you know what to focus on as you read.
 - Look for words in bold text, which are often key words.
 - Pay attention to pictures that may give clues to key words and information.

10 minutes

2. Pass out the composition books or loose-leaf paper that the students will use as their journals. Review how the journals will be used throughout the year. The journals will be a place where the students can keep track of strategies that they are learning. It will also be a place where they can write personal thoughts and reflections. Have the students do a brief self-assessment of skills related to their ability to focus. Have them write the word “Focus” at the top of the first page in their journals and write and answer the following three questions on this page:



- How do I keep the materials and supplies in my desk neat and organized?
- How do I take notes to keep track of important information?
- How do I keep my papers for school and homework neat and organized in a place where I can easily find them?

- Have the students talk with their partners about ways to improve upon some of these skills. Have them do the following in their journals:

Circle the question that highlights an area in which you would like to improve. Write down one specific strategy that you will use to improve in this focus area. For example, I will underline important words as I read. Or I will check my desk each morning to keep it neat and organized.

- Tell the students that throughout the year, they will revisit these questions to see if they are improving on their ability to focus.

3. Have the students do a brief team huddle to summarize what they learned today. Some of the concepts about focusing should include:
 - *Keep our desks and materials organized.*
 - *Take notes to stay focused on important information and key words.*
 - *Pay close attention, and use active listening.*

5 minutes

- If time allows, have the students play a Focus Brain Game in their teams.

Reflection

5 minutes

2 points



The Big Q:

How does taking notes help you focus? How can this skill help you in school?

By taking notes, I can keep my focus on what is important. It helps me outline the important information and pay attention to it while I'm reading or listening. I can use note taking in reading, science, math, and social studies to keep track of important information.

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

- Remind the students to use the note-taking strategy to keep track of key words in their subject-area classes such as reading, math, science, etc.
- If the students are interested in seeing the video of Martin Luther King, Jr.'s "I Have a Dream" speech, you can access it on the Internet at: www.teachertube.com/viewVideo.php?video_id=94828.

Taking Notes

Key Words	Notes
Summary:	

Lesson 2 Journal Entry

- How do I keep the materials and supplies in my desk neat and organized?
- How do I take notes to keep track of important information?
- How do I keep my papers for school and homework neat and organized in a place where I can easily find them?



Stay in control!

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 1, 2, 3, Don't Interrupt Me 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 self-control and will understand how to use an organizer to think through potential consequences to make a decision.

ADVANCE PREPARATION

- Have the Brain Game deck of cards available with the Stop and Think games on top.
- Have the Train Your Brain! poster displayed under the Tools for Teamwork in the classroom.
- Have one copy of the Think-It-Through sheet available per team, and place several extra copies at the designated Thinking Spot in the classroom.
- Prepare the Think-It-Through sheet, the All-Star Blues comic strip, and a master copy of the "Think it through, it could be you! All-Star Blues" sheet for the whiteboard or overhead.
- Copy the All-Star Blues comic strip and the "Think it through, it could be you! All-Star Blues" sheet—one of each per team.

Agenda

Active Instruction

- Review Stop and Think and techniques to practice self-control.
- Discuss times in school when it is difficult to have self-control, and talk about ways for the students to maintain a sense of calmness.
- Review the Think-It-Through sheet, and model thinking through a decision at the Thinking Spot.

Teamwork

- The students read the All-Star Blues comic strip and use the Think-It-Through sheet to make a decision about what the character should do next.
- Teams role-play the decision they made for the comic strip character.
- The students complete a journal entry to reflect on times when it's difficult to have self-control.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Introduce the topic of the lesson, and present the Big Q.

5 minutes

Discuss how to maintain a level of calmness.

1. Point to the Train Your Brain! poster under Tools for Teamwork, and review how these skills help the students work well with their teams. Review what the students learned in the previous lesson about focus, and tell them that today they will talk about Stop and Think. To be a good teammate, it's important to remember to stop and think and stay in control. Present 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: What is one strategy that you could use to stop and think?

2. Review what it means to show self-control. Explain that it involves keeping your emotions and impulses in check. As the students have learned in earlier grades, when they feel a strong urge to interrupt someone or when they are getting really tired and frustrated while waiting for their turn, they need to stop and think and stay in control. Use **Buddy Buzz** to ask:

What are some examples of times when you need to stop and think and stay in control?

Answers may vary. For example:

- *When I'm feeling very frustrated or angry about something*
- *When someone hurts my feelings*
- *When I feel the urge to call out an answer or interrupt someone*
- *When I get really tired of waiting for my turn to do something*

What are some ways to keep yourself calm and your emotions and impulses in check? (See if the students remember Stop and Stay Cool from previous grades.)

Answers may vary. For example:

- Close my eyes and take several deep breaths.
- Use self-talk to tell myself to stay calm and in control.
- Go for a quick walk or do something else to remove myself from the situation, such as get a drink of water.
- Picture a place in my mind that makes me feel calm.

10 minutes

Model using the Think-It-Through sheet.

P

3. Discuss that the Thinking Spot is the place in the classroom where the students can go when they need to take a break and stay calm. It is also where they can go to think through a problem. Point out the Thinking Spot, and show the students that there will be copies of the Think-It-Through sheet there to help them think through ways to solve a problem.

- Pass out a copy of the Think-It-Through sheet to each team, and project a copy on the whiteboard/overhead. Model using the Think-It-Through sheet to think through ways to solve a problem. For example, tell the students that last night you went to buy tickets to a play. Explain that the line to buy tickets was four blocks long. Tell the students that you waited in line for hours and were really tired when you finally got to the ticket window. When there were only three people left in front of you, the ticket agent put up the sold-out sign. Ask the students to imagine how you felt. With the students' help, fill out a Think-It-Through sheet to evaluate how you could have handled this situation.
- Question #1: The problem is that the play that I waited in line to buy tickets for is sold out.
- Question #2: I feel really tired and very disappointed that I didn't get tickets.
- Question #3: No one else is involved except for the ticket agent who put up the sold-out sign, and she looked like she felt bad about putting up the sign.
- Question #4: What can I do? (Have the students brainstorm possible solutions and consequences with their teams and then share responses with you.)
 - Solution 1: I could use self-talk to tell myself to calm down and then go home to see if any of my friends have extra tickets. (Possible consequences are that maybe I will be able to find a ticket through a friend, and if I can't find a ticket, at least I can deal with the disappointment calmly.)
 - Solution 2: I could start yelling at the ticket agent. (Possible consequences are that it could lead to many people yelling in line and create chaos, and it won't help me get tickets to the play.)
 - Solution 3: I could take a few deep breaths to calm down and then go for a walk. (Possible consequences are that I will feel better after the walk, and maybe I will think of another way to get tickets to the play.)

- Solution 4: I could do nothing and just walk away. (Possible consequences are that I will still feel really disappointed, and I may take my disappointment out on someone else.)
- Question #5: Circle the solution that would be the best win-win option in this situation. Tell the students that you decided to use self-talk and go home to see if any friends had extra tickets.
- Explain that the students will use the Think-It-Through sheet during Teamwork to help a character in a comic strip solve a problem. Tell the students that they will do this several times throughout the year with other comics and short videos in a game called “Think it through, it could be you!”

Teamwork

15 minutes



Emphasize that there is no one right answer.

1. Give each team a “Think it through, it could be you! All-Star Blues” sheet.
2. Show the All-Star Blues comic strip on the whiteboard or overhead. With the help of a couple of student volunteers, read the comic aloud.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you! All-Star Blues” sheet. Use **Random Reporter** to have teams share responses, and chart a few team responses on the master “Think it through, it could be you! All-Star Blues” sheet on the overhead or whiteboard.
 1. *Ava is disappointed because she didn't make the all-star team.*
 2. *Ava feels sad, disappointed, and maybe frustrated.*
 3. *No, the problem only involves Ava. (Some students may say it involves the coach who picked the team.)*
4. Point out that in the final frame of the comic, Ava identifies the different ways that she could handle the situation. Have the teams do a team huddle and write each solution in the solutions boxes on the “Think it through, it could be you! All-Star Blues” sheet and brainstorm the possible consequences of each solution. Use **Random Reporter** to obtain answers from a few teams, and chart a few student responses on the master “Think it through, it could be you! All-Star Blues” sheet.

Encourage the teams to consider the various tools for teamwork.

Solution: *Ava could close her eyes, take a few deep breaths, and calm down!*

Consequence: *After Ava calms down, she will be able to think more clearly. Hopefully, Ava will realize that she tried her best, and it's not the end of the world that she didn't make the team. Maybe she will think of something fun to do to keep her mind off the news.*

Solution: *Ava could throw her book at the computer screen!*

Consequence: *If Ava throws the book at the computer screen, she might break the screen and get in a lot of trouble. And it could lead to more problems and make her feel worse!*

5. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.
6. Give the students a few minutes to role-play the solution in their teams.

5 minutes

7. Debrief the Think-It-Through process by asking a few teams to share their role-play with the rest of the class. See if all the teams decided to solve Ava's problem the same way. Discuss why the teams did not choose some of the solutions.

- Use **Buddy Buzz** to ask:

What are some ways that Ava could use stop and think strategies and remain calm in this situation?

Ava could use self-talk to remind herself to stay calm and think before she acts. She could close her eyes and picture herself being calm in her mind.

Have you ever had an experience similar to Ava's? What did you do? Could you have handled it differently and used a strategy to stay calm?

Answers may vary.

5 minutes

8. Have the students complete a journal entry to reflect on what they learned and to self-assess their ability to stay calm and in control. Ask the students to write about the following:



- Choose one time during the day when it is easy for you to use your stop and think skills to stay calm and in control (e.g., during silent reading, during music). What do you feel like and look like when you are calm?
- Choose one time during the day when you have difficulty using Stop and Think to stay calm and in control (e.g., when you are waiting in line, when you want to blurt out an answer).
- Pick three stop and think strategies that you can use to stay calm and in control (e.g., taking deep breaths, going for a walk, closing your eyes, using self-talk).
- Explain that the students will re-evaluate this list throughout the year to see if they are getting better at staying calm in these situations.

Reflection

5 minutes**2 points**

The Big Q:

What is one strategy that you could use to stop and think?

Answers will vary. I could use a Think-It-Through sheet, I could stop and stay cool before I act, or I could use self-talk to calm down and think.

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

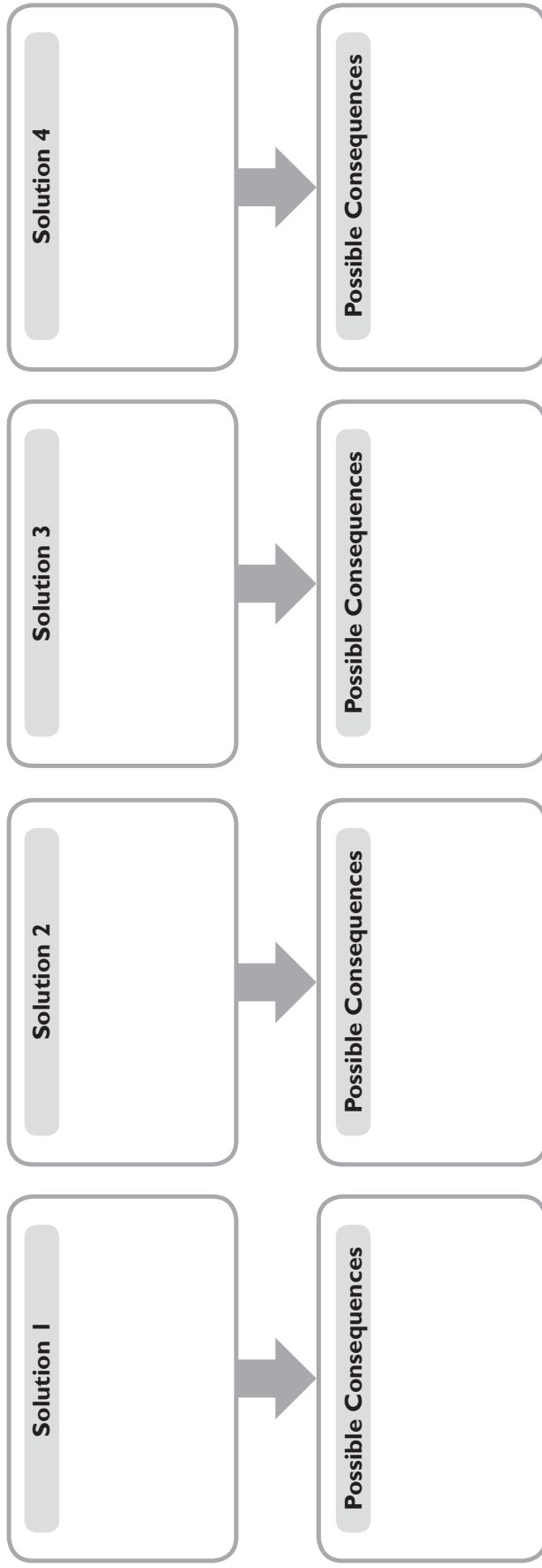
- Try to work relaxation techniques (breathing exercises, stretching, or yoga) into your daily classroom routine.
- Have the students write poems about calmness and peacefulness. The students can read the poems when they need to stay calm.
- Include a class pause when the energy level rises in the classroom. Everyone stops, takes a deep breath, and calms down.
- Have the students evaluate how the characters in stories that they are reading could use calming techniques.



Think-it-Through

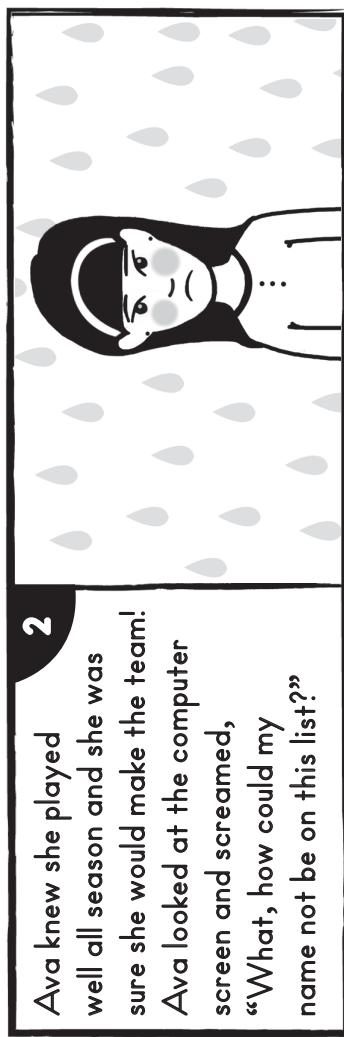
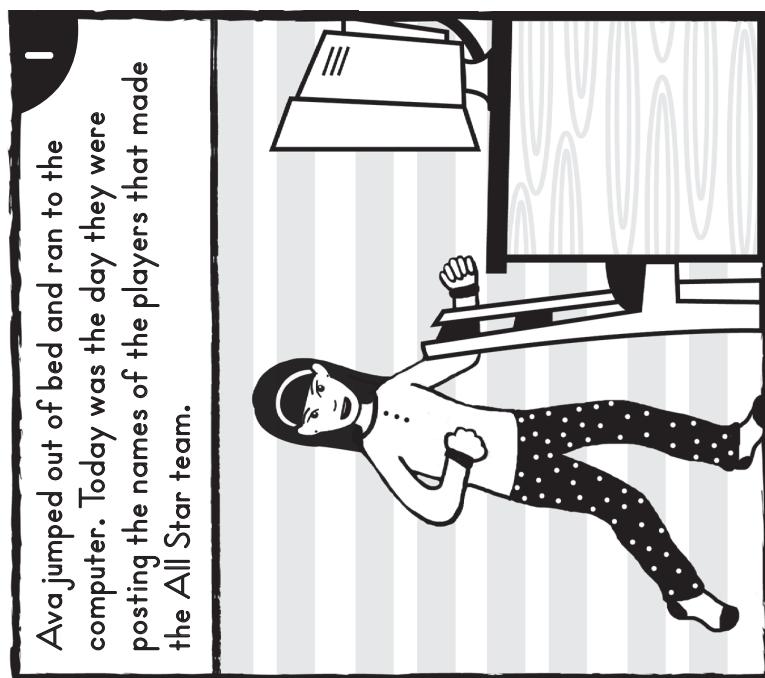
Name _____

1. What is the problem?
2. How do you feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could you do to solve this problem?



5. Circle the best win-win solution for this situation.

All-Star Blues

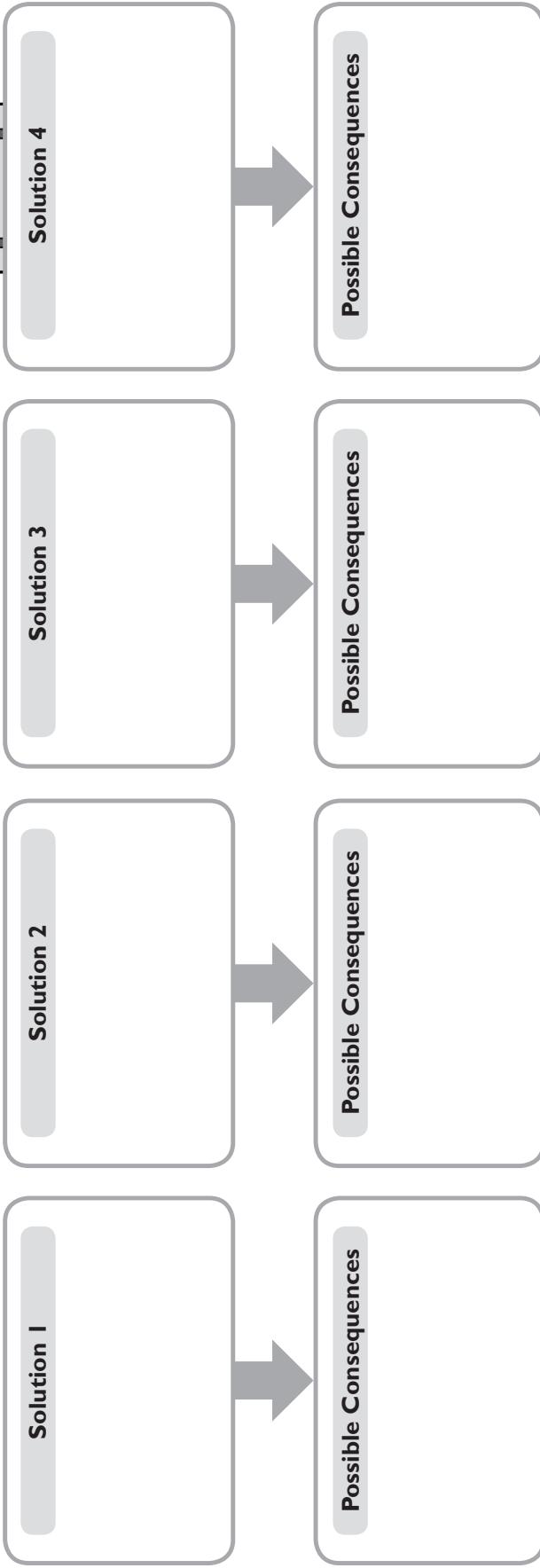
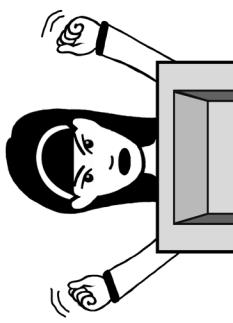




Think it through, it could be you!

All-Star Blues

1. What is Ava's problem?
2. How does Ava feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Ava do to solve this problem?



5. Circle the best win-win solution for this situation.

Lesson 3 Journal Entry



- Choose one time during the day when it is easy for you to use your stop and think skills to stay calm and in control (e.g., during silent reading, during music). What do you feel like and look like when you are calm?
- Choose one time during the day when you have difficulty using Stop and Think to stay calm and in control (e.g., when you are waiting in line, when you want to blurt out an answer).
- Pick three stop and think strategies that you can use to stay calm and in control (e.g., taking deep breaths, going for a walk, closing your eyes, using self-talk).

Be flexible!

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 One Back 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 being flexible with their thinking includes being able to be creative and think in new ways.

ADVANCE PREPARATION

- Have the Brain Game deck of cards available with the Cognitive Flexibility games on top.
- Add "Think flexibly" to the Train Your Brain! poster using a sentence strip, and post it under the Tools for Teamwork in the classroom.
- Have a small paper or plastic cup, a rubber band, and a piece of string equal in length to the rubber band available for a demonstration.
- Have twelve toothpicks per partnership available.

Agenda

Active Instruction

- Review the purpose of Cognitive-Flexibility Brain Games.
- Demonstrate the meaning of thinking flexibly by using a rubber band and a piece of string.
- Discuss strategies for thinking flexibly.

Teamwork

- Do an activity using toothpicks to make squares as an experience in thinking flexibly.
- Play an additional brain-teaser game.
- The students reflect on their ability to think flexibly in their journals.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Present the Big Q.

1. Refer to the Train Your Brain! poster under Tools for Teamwork to review the skills that the students have been working on this week to become better teammates. Point to *Think flexibly*, and explain that today they will work on this skill with their teams. Present 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: What do you think the following quote means?

“Insanity: doing the same thing over and over again and expecting different results.” —Albert Einstein

10 minutes

Discuss flexible thinking.

2. Review what the students know about thinking flexibly; discuss Brain Games that they have already played. As the students learned in fourth grade, part of thinking flexibly involves being able to quickly switch their thinking from one activity to the next. Thinking flexibly is the ability to put the previous activity or thought out of your mind and focus on something new.

- Explain that another part of thinking flexibly is looking at ideas or tasks in new ways. It is being flexible in how you think about a problem or task. Tell the students that one of the most fascinating things about their brains is the ability to change or rearrange thoughts and what they know. Do a quick demonstration with a rubber band and a piece of string equal in length to the rubber band. Place a small plastic or paper cup on a desk. Hold up the rubber band and string, and ask the students how many ways you can put the rubber band and string around the cup. Use **Buddy Buzz** to ask:

How can I put the string around the cup?

You can put the string around the bottom of the cup, the smallest part of the cup, the top of the cup, etc.

How can I put the rubber band around the cup?

You can put the rubber band around the cup several different ways. It can go around any part of the cup horizontally, and you can wrap it a second time if it's too loose. Or you can stretch it to wrap it around the cup vertically.

Why is the rubber band able to fit around the cup in so many different ways?

Because the rubber band is flexible and able to stretch and change shape.

- Compare the students' thoughts with the rubber band. Explain that just as the rubber band is flexible and can change, so can the students' thoughts. A person's thoughts can be focused in one direction, and then the person can shift his or her thoughts in a different direction.
- To illustrate how thoughts are flexible, have the students imagine that they are in math class and the teacher has given them a word problem to solve.

You read the problem and are pretty sure how to solve it. You do the calculations three times but still do not get the correct answer. You realize that maybe you are thinking about the problem in the wrong way. You close your eyes and try to erase your previous thoughts about the problem. You reread the word problem with a clear mind, see something that you hadn't noticed before, and are able to solve it.

5 minutes**Identify strategies for thinking flexibly.**

3. Discuss strategies for thinking flexibly and for adjusting plans when something unexpected occurs. Have the students think about the example of the math problem and how they would clear their minds to think about the problem in a new way. Use **Buddy Buzz** to ask:

If you have tried to solve a problem several times the same way but are unable to solve it, how can you remind yourself to think flexibly and look at the problem in a new way?

Answers may vary. For example, I can use self-talk to remind myself to look at the problem with a fresh set of eyes, or I can keep a rubber band on my desk to remind myself to stretch and change my thinking.

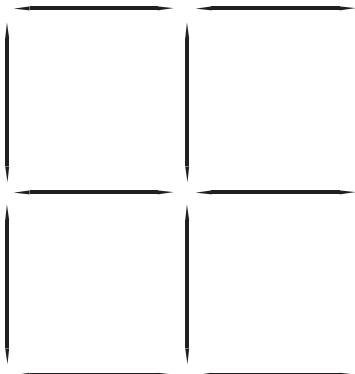
What other strategies can you use to remember to think flexibly?

Answers may vary. I can use self-talk, close my eyes to refocus my thinking, take a few deep breaths to relax my mind and clear it of previous thoughts, or take a quick break from the problem and then come back to it with an open mind.

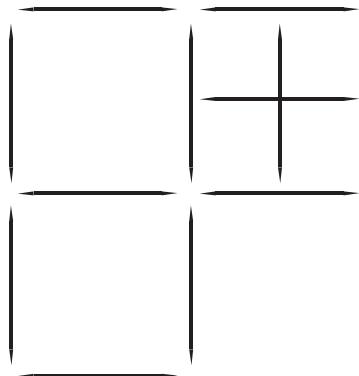
Teamwork

15 minutes

1. Tell the students that they will work with their partners for the first activity. Pass out twelve toothpicks to each set of partners. Draw a picture, or use a transparency, to show how to arrange the twelve toothpicks into four squares.



- After all the partners get their toothpicks set up, give the following directions:
 - **Move two of the toothpicks to create seven squares.** Emphasize that they can only move two of the toothpicks.
 - Encourage the students to work with their partners and try out different ideas. Remind the students to think flexibly!
 - Circulate to observe as the students work. When a partnership solves the problem, have them keep the solution hidden.
 - After allowing the students to work for 5 minutes, you can give the hint that not all seven squares have to be equal in size.
- Hopefully, after the hint, some or most of the students will figure out the solution. Ask a volunteer to show the solution to the rest of the class.



- Use **Buddy Buzz** to ask:

What were your first thoughts about solving this puzzle?

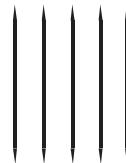
Encourage the students to share their thoughts.

How did you and your partner think flexibly to solve it?

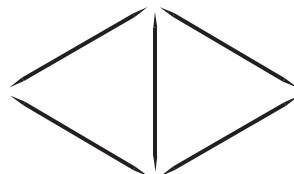
Answers may vary. For example, I stopped thinking about the fact that all the squares should be the same size, and I took a few deep breaths and was able to think in a new way to solve it.

5 minutes

2. Challenge the students to solve another puzzle using toothpicks. Tell the partners to arrange five toothpicks as follows:



Ask the students to rearrange the five toothpicks to form two equal triangles. Hopefully, the students will be able to think flexibly and come up with the following solution:

**10 minutes**

3. Tell the students to take out their journals. As with the other skills that they have been learning this week, they will take some time to reflect on their personal use of this skill. Have the students self-assess their ability to think flexibly and creatively in school. If the students wish, they can also discuss the topic as a team. Have the students do the following in their journals:

P

- List some examples of times when you were able to think flexibly.
- Choose one time during the day when it is often difficult to think flexibly.
- Set personal goals for improving your ability to think flexibly. Write down a strategy that you will use to remember to think flexibly.

Reflection

5 minutes**2 points****The Big Q:****What do you think the following quote means?**

“Insanity: doing the same thing over and over again and expecting different results.” —Albert Einstein

Accept supported answers. For example, I think Albert Einstein is saying that if you try something one way and it doesn’t work, then you need to switch how you are thinking about it and try it another way to see if you get a different result. He says it is crazy to do something the same way over and over and expect the results to change.

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

- Show the students a book, such as *Mistakes That Worked* or *Toys!: Amazing Stories Behind Some Great Inventions*, to see how great ideas often come unexpectedly and by thinking flexibly.

- Have the students write a reaction to the following quote:

“To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.” —Albert Einstein

- Have brain-teaser books or activities available in the classroom.

Lesson 4 Journal Entry



- List some examples of times when you were able to think flexibly.
- Choose one time during the day when it is often difficult to think flexibly.
- Set personal goals for improving your ability to think flexibly. Write down a strategy that you will use to remember to think flexibly.

Need to remember? Write it down!

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 Find and Remember 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 techniques to improve memory and learn how to organize and study notes to improve memory.

ADVANCE PREPARATION

- Have the Brain Game deck of cards available with the Memory games on top.
- Have the Train Your Brain! poster displayed under Tools for Teamwork in the classroom.
- Prepare the paragraph about wetlands for the whiteboard or overhead to use during Active Instruction.
- Choose a nonfiction reading piece from science or social studies for your students to practice taking notes during Teamwork. The piece can be a chapter from a textbook, a magazine article, etc. **Note:** An optional sample nonfiction piece is included with this lesson.
- Have the Getting Along Together Strategy Card available—one per student.
- Prepare the Getting Along Together Strategy Card for the whiteboard or overhead.
- Since today is the fifth lesson and concludes one week of lessons, tally team points and award super, great, and good stickers. Record the results on the Team Success! poster.

Agenda

Active Instruction

- Review strategies for improving memory.
- Demonstrate how taking notes and using graphic organizers can be helpful in remembering information.

Teamwork

- The students practice taking notes while reading information for science or social studies.
- The students play Memory Brain Games in their teams to practice using strategies to improve memory.
- The students reflect on their use of memory strategies in their journals.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Present the Big Q.

1. Remind the students that they have been talking about how the Brain Game skills will help them learn as a team. Refer to the Train Your Brain! poster under the Tools for Teamwork. Explain that today they will focus on the last Brain Game skill: remember. Present the Big Q to prepare the students for what they are expected to know by the end of the lesson.

Big Q: What is a memory strategy that you could use to keep track of important details when you read?

5 minutes

Review memory strategies.

2. Hold up the Brain Game deck of cards, and remind the students about some of the memory games they have played. Remind the students that when they are trying to remember something, it is important to focus and pay attention. It's also important to ask questions to make sure that they understand the information. Use **Buddy Buzz** to ask:

What are some strategies that you can use to remember information?

Answers will vary. Possible answers include:

- *using mnemonic devices,*
- *creating a story or song,*
- *using self-talk to repeat the information over and over;*
- *creating a picture in my mind of what I need to remember,*
- *chunking, or grouping, similar information, and*
- *linking the information to a person or place.*

If you have trouble remembering to do your homework, what is something you could do to help you remember?

Answers may vary. For example, I could always write down my homework assignments in the same place, or I could hang up a note in my room at home to remind me to do my homework.

What are some memory strategies that you could use to study for a spelling test?

Answers may vary. For example, I could write each word five times or make a picture in my mind of what each word looks like when it's spelled correctly.

10 minutes

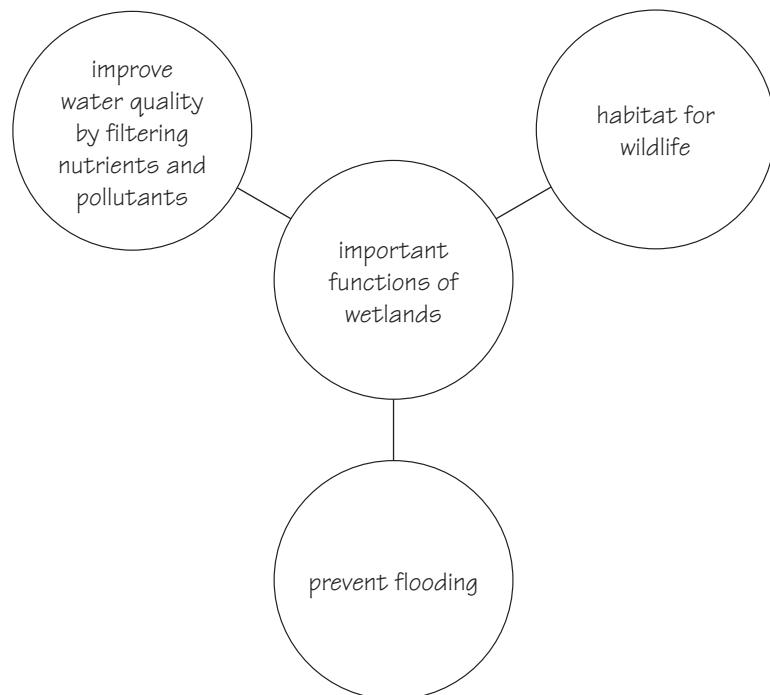
Show how taking notes is a memory strategy.



3. Model how taking notes is a useful memory strategy. Summarize that during fifth grade, the students will have to read for many different classes. They will read novels in reading class, textbooks or articles in science and social studies classes, and word problems in math class. Explain that taking notes is a valuable skill to use to keep track of important information as you read. Show the following paragraph on the whiteboard or overhead, and read it aloud:

We are losing wetlands. Wetlands perform several important functions. They improve water quality by filtering nutrients and pollutants. They help to prevent flooding by storing water. And wetlands provide a place for many animals to live.

- Read the paragraph aloud again, and model taking notes about important information. To take notes, you could list, underline, or highlight the important facts. Remind the students that they learned one technique to take notes during lesson 2 to help them focus on key words. Model how to use a graphic organizer to organize your notes. Try to elicit facts in the paragraph from the students to record on the graphic organizer. For example:



- Explain that using a graphic organizer helps the students to visualize what they need to remember. By looking at their notes, the students can make sure that they understand the material and ask questions if the material is unfamiliar or confusing. Use **Buddy Buzz** to ask:

If you were trying to remember these three functions of wetlands, what other strategies could you use?

Answers may vary. For example, I could make up a story about the three functions or use a mnemonic device to recall key words.

Teamwork

15 minutes

- Hand out the selected nonfiction reading that you have chosen from science or social studies to each set of partners. (An optional nonfiction piece about a scientist who teaches a gorilla to talk is included with this lesson.) Discuss the topic of the selection to set the students' focus for reading. Have the students take notes as they read. They can use a highlighter to underline important information or keep a list of important facts on a separate sheet of paper.
 - After they finish reading and taking notes, have the students organize their notes in a graphic organizer. Tell the students to study their notes and try to remember important facts from the reading. Encourage the students to quiz and help their teammates so all teammates are prepared to answer questions during Random Reporter.
 - Use **Random Reporter** to ask a few basic comprehension questions to see how much information the students remember from the reading.



5 minutes

- Have Memory Brain Games available so each team can select one to play. Encourage the students to try out the memory strategies that they discussed today as they play the Brain Games. Circulate as the students play, and award team points for use of the team cooperation goals.

5 minutes

- Have the students take out their journals. Ask the students to discuss with their partners some of the memory strategies that they used today. Have the students record the following:



- One memory strategy that you feel you have used successfully in school
- One new memory strategy that you want to try this year

Mention that the students will revisit this journal page to reflect on their experiences with this memory strategy.

5 minutes

- Refer to the Train Your Brain! poster under Tools for Teamwork, and stress that the students have learned many skills and strategies this week to help them work and learn as a team. Distribute a copy of the Getting Along Together Strategy Card to each student. Explain that this card will help them remember all the useful strategies that they learned this week. Encourage the students to keep the card in their desks and refer to it any time during the day. Praise the students for doing such a great job learning all these skills this week!

Over the course of the year, there will be occasional brain-training breaks in which the students revisit these skills, assess their strengths and weaknesses, and identify strategies for further improvement. Reinforced by frequently playing Brain Games, these brain-training breaks offer the students ongoing practice in the four key cognitive areas: focus, self-control, memory, and flexible thinking.

Reflection

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

What is a memory strategy that you could use to keep track of important details when you read?

Answers may vary. For example, I could take notes in my notebook about important facts as I read, or I could use sticky notes to keep track of important words and facts on each page.

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

- Point out that taking notes on a story map when reading a book helps the students remember important information from the story.
- Model taking notes to recall important information in math, science, and other classes during the day.
- Have the students practice memory tasks and play memory games online at websites like www.lumosity.com, or search for online memory games.

We are losing wetlands. Wetlands perform several important functions. They improve water quality by filtering nutrients and pollutants. They help to prevent flooding by storing water. And wetlands provide a place for many animals to live.

All in a Day's Work

Anne M. Stone

What do you think scientists do all day? Many people think they spend their time in a lab. But science is more than just working in the lab. It is a way of looking at the natural world—the world outside the lab.

Scientists can test some crazy ideas. One scientist in California is even trying to teach a gorilla to talk. That may sound strange. But to Dr. Penny Patterson, it's all in a day's work.

Penny and Koko

Gorillas use sounds and body language to communicate. They grunt, bark, scream, and purr. They say things by the way they stand or what's on their faces. But they don't say words. Does that mean they can't use language? Not according to Penny.

That's where Koko comes in. Koko is a gorilla. She was born on the Fourth of July, 1971. Her real name is Hanabi-Ko, which means "Fireworks Child" in Japanese. Penny first met her when Koko was three months old. Penny and Koko started working together the next year, in July 1972.

Penny's Plan

Penny wanted to prove that gorillas can learn to talk. But how?

Penny had a plan. She knew that people who cannot hear have a hard time learning to say words out loud. Instead, they use their hands to make words and sentences. Could Koko talk with her hands, too? Penny wanted to find out. She decided to teach Koko sign language.

And that's exactly what she has done for the past thirty years.

Directions: When you are finished reading, answer the following questions:

What do many people think scientists do all day?

What is Dr. Penny Patterson trying to prove with the gorillas?

How do gorillas communicate?

What did Penny decide to teach Koko?

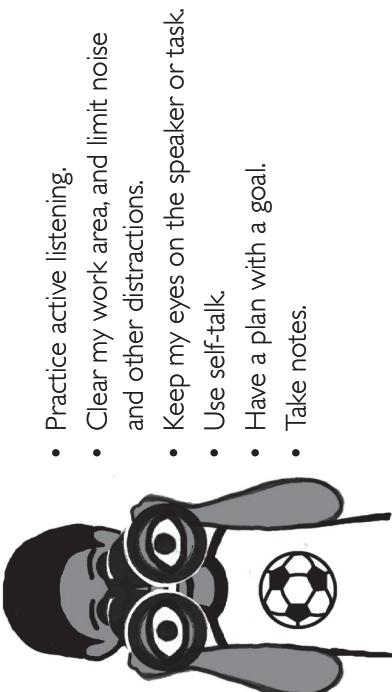
Lesson 5 Journal Entry



- One memory strategy that you feel you have used successfully in school
- One new memory strategy that you want to try this year

Strategy Card

How do I FOCUS?



- Practice active listening.
- Clear my work area, and limit noise and other distractions.
- Keep my eyes on the speaker or task.
- Use self-talk
- Have a plan with a goal.
- Take notes.

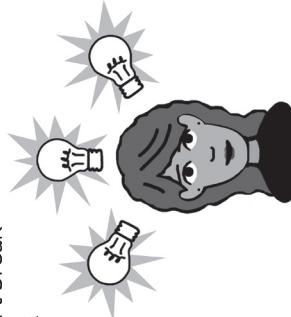
How do I STOP and THINK?

- Use self-talk to tell myself to stop.
- Use Stop and Stay Cool to calm down.
- Take a break from what I'm doing.
- To help myself wait, I can think about something else to pass the time.
- To stop hurtful or interrupting words, I can breathe deeply, try self-talk, or press my lips together.
- Try to keep my hands in my pockets or my arms crossed to keep my hands to myself.
- Ask a teammate or friend to give me a signal when I'm forgetting to stop and think.



How do I THINK FLEXIBLY?

- Use self-talk to remind myself that there may be more than one way to solve a problem.
- When I get stuck, I can close my eyes, relax, and clear my mind.
- When I get stuck, I can take a short break from the problem and come back to it from another angle.
- Keep a rubber band on my desk to remind myself to stretch and switch my thinking.



How do I REMEMBER?

- Practice active listening, especially my focus skills.
- Make sure that I understand what I'm supposed to remember, and ask questions if I don't.
- Create a reminder word (e.g., HOMES to remember the Great Lakes).
- Repeat in my head what I need to remember.
- Take notes.
- Make a mind movie, a story or a song about what I need to remember.
- Connect new information with something that I already know.
- Group similar things together (e.g., things that are in the same category, things that rhyme, etc.).

Need to remember? Write it down!



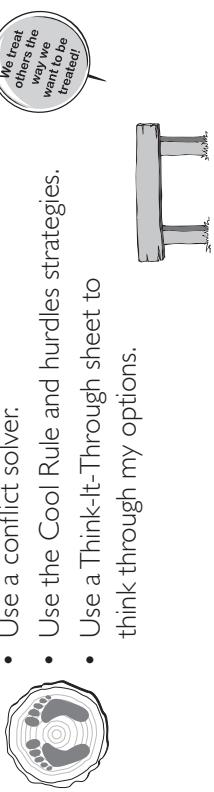
How do I COOL DOWN?

- Use Stop and Stay Cool.
- Take slow, deep breaths.
- Take a break.
- Use self-talk to calm myself down.
- Go to the Thinking Spot.
- Use the Settle-Down Jar.



How do I SOLVE CONFLICTS?

- Get calm.
- Stop in my tracks, and get the facts.
- Use an "I" Message.
- Use empathy.
- Use the steps of the Peace Path.
- Use a conflict solver.
- Use the Cool Rule and hurdles strategies.
- Use a Think-It-Through sheet to think through my options.



Win-Win Conflict Solvers



- Share.
- Get help.
- Find something else to do.
- Ignore it once.
- Talk it out.
- Take a break.
- New idea?
- Compromise.
- Make amends.
- Laugh it off.

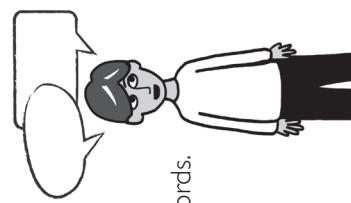
Self-Talk

Steps to Replace Negative Self-Talk With Positive Self-Talk

1. Catch the negative.
2. Stop and Think!
3. Calm down/breathe.
4. Replace the negative with positive.

Self-Talk Tips

- Toss OUT negative words, toss IN positive words.
- Keep self-talk believable and realistic.
- Turn negative statements into questions.
- Be your own best friend.



What's your mood?

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 Zip, Zap, Zop 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 feelings can be expressed in many ways and will distinguish between their feelings and their behaviors.

ADVANCE PREPARATION

- Have the Feelings Thermometer available.
- Prepare an area of the classroom to post the Feelings Universe.
- Have a copy of *How Are You Peeling? Foods with Moods* by Saxton Freymann and Joost Elffers available. **Note:** The pages are not numbered; please number them, starting with the first page of text as page 1.
- Have a piece of chart paper or a transparency available to record feelings.
- Prepare the "I" Message sentence starter "I feel _____ when you _____ because it seems _____" for the whiteboard or overhead.
- Have paper available for teams to create feelings planets. **Note:** A blackline master with planets and moons is provided; copy as needed to add feelings to the Feelings Universe.
- Have a small piece of wood (or a picture of wood) available for a demonstration during Teamwork.
- Since this lesson is the start of a new week of lessons, remember to start over the weekly Team Tally point-keeping to award team stickers at the end of the week.

Agenda

Active Instruction

- Introduce the topic of feelings by reading *How Are You Peeling? Foods with Moods*.
- Review using the Feelings Thermometer and “I” Messages to communicate feelings.
- Distinguish between feelings and behaviors, and discuss how communicating feelings can prevent negative behaviors.

Teamwork

- Organize feelings into categories, and create the Feelings Universe.
- The students write feelings poems comparing a feeling with a nonliving object.
- The students reflect on how they are feeling in their journals.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Present the Big Q.

1. Remind the students that last week they talked about Brain Game skills that would help them learn together in their teams. Point to Tools for Teamwork, and quickly review what the students learned last week. (Refer to the Getting Along Together Strategy Card.) Explain that this week they will learn tools for teamwork that will help them get along with one another and solve problems effectively. Explain that today they will focus on feelings. Being able to identify, communicate, and monitor their feelings are important skills for getting along with one another. Present the Big Q to prepare the students for today's lesson.

Big Q: What is the difference between a feeling and a behavior?

8 minutes

Introduce the topic of feelings.

2. Introduce the topic of feelings by reading aloud *How Are You Peeling? Foods with Moods* by Saxton Freymann and Joost Elffers. Tell the students that you want them to take notes as you read and write down as many feelings words that they hear as possible. Pause to ask some of the following questions as you read:

Pages 11 and 12: **Look at the lemon that is by itself. What feeling do you think of when you look at it? How would you feel in this situation?**

Pages 15 and 16: **By looking at the expression on each fruit, which feeling do you think each one is trying to show?**

- After reading the story, have the students do a team huddle to discuss all the feelings words that they heard in the book. Use **Random Reporter** to have each team share one or two feelings words with the class. Keep a master list on a chart or overhead/whiteboard. Possible answers may include: *happy, sad, bad, bored, worried, grumpy, excited, shy, lonely, excluded, amused, confused, frustrated, surprised, timid, bold, angry, sorry, ashamed, embarrassed, blamed, jealous, disappointed, hurt, proud, tired*, etc. Tell the students that they will use this list during Teamwork to create a Feelings Universe for the classroom.

Show the illustrations on each page of the story.



5 minutes**Review the Feelings Thermometer and "I" Messages.****P**

3. Tell the students that you want to review some of the tools that they use in GAT to monitor and communicate their feelings. Hold up the Feelings Thermometer, and review how it is used to measure the intensity of a feeling. Post the Feelings Thermometer under Tools for Teamwork in the classroom, and encourage the students to monitor when a feeling is at a 4 or 5 on the Feelings Thermometer. Use **Buddy Buzz** to ask:

How do we communicate our feelings to one another?*We use "I" Messages.*

- Put up the "I" Message sentence starter "I feel _____ when you _____ because it seems _____," on the whiteboard or overhead. Explain that using "I" Messages is a way to let others know how you feel and why. Tell the students to imagine the following situation:

You are sitting in the cafeteria. Two of your good friends walk right past you and sit at another table. How do you feel? What is an "I" Message that you could use?

Answers will vary. For example, I would feel sad. An "I" Message that I could use is "I feel sad when you walk past me and don't sit with me because it seems like you don't like me."

- Point out that the second part of the "I" Message, after "it seems," is an opinion or perception about what you think based on the other person's actions. Explain that you need to check it out and find out whether your perception is actually true. Explain that the students may still use the basic "I" Message to convey their feelings ("I feel _____ because _____"), but if they feel it will better communicate how they feel in particular situations, they can use the expanded "I" Message. Highlight that by expanding the "I" Message to include "it seems," the students will understand how their actions are viewed by others and why. The students will practice expanded "I" Messages in other units throughout the year.

5 minutes**Discuss how a feeling is different from a behavior.**

4. Discuss the difference between feelings and behaviors, and discuss how communicating feelings often helps to prevent negative behaviors. Explain that a feeling is something that a person experiences as a sensation or an emotional state. Use **Buddy Buzz** to ask:

What is a behavior?

A behavior is a response or action based on how you feel; it's what you do to express your feelings.

- Explain that by monitoring their feelings, the students can use strategies to calm down and avoid negative behaviors. As an example, explain that it's OK to experience feelings of intense emotions, such as anger, but it's not OK to lash out and hit or throw something at someone. If the students understand how they are feeling and use "I" Messages, they can avoid negative behaviors. Explain that the students will learn strategies for coping with strong feelings in the next lesson.

Teamwork

10 minutes

1. Refer to the list of feelings words that the class created after listening to *How Are You Peeling? Foods with Moods*. Point to the Feelings Universe, and explain that they will use it to organize all of the feelings vocabulary that they learn throughout the year. Point out that three planets (*happy*, *sad*, and *mad*) are included on the Feelings Universe already. Explain that as they discuss feelings vocabulary throughout the year, they will decide where to put each word on the Feelings Universe. Some words will become a new planet, and other words will become moons that get attached to an existing planet. For example, if the word is *elated*, you would write it on a moon and add it to the *happy* planet. The goal is for the students to build their feelings vocabulary and have rich discussions about where each new word belongs.
 - To start building the Feelings Universe, assign each team to one of the following feelings:
happy, sad, mad, calm, confused, embarrassed, worried, proud
 - Give the following directions:
 - Have the teams discuss their assigned feeling and what it means.
 - Teams make a planet for their feeling. The three teams assigned to *happy*, *sad*, and *mad* do not have to make their planet, but they can decide to make their planet a new color. A blackline master is included, or the students can cut out a planet using colored paper. Encourage the students to be creative and choose a color that they think is best for their feeling. Have several different colors of paper available, or tell the students that they can use crayons or markers to color their planet. Remind the students to write the name of their feeling on the planet.
 - Challenge teams to make a list of as many synonyms of their feelings word as possible. Have the students write the associated words on moons to attach to their planet. The students can cut out moons using the blackline master.
 - Tell the teams to be prepared to present their planet and moons to the rest of the class.
 - As each team presents their planet, ask them to hang the planet on the Feelings Universe. As they present each synonym, ask them to hang the moons on or near their planet on the Feelings Universe. Ask the other teams if they agree with the moons assigned to each planet. You can decide with your students that some moons may belong between two planets. For example, a feeling like *jealous* could be between *sad* and *mad*. Sometimes you feel jealous and mad, and other times you feel jealous and sad.

10 minutes

2. Remind the students that in *How Are You Peeling? Foods with Moods*, the author uses foods to express feelings. Hold up a small piece of wood, and discuss how the wood could be used to communicate a feeling. Share the following short poem with the students:

I'm bored
Like a plain piece of wood
Flat, not moving,
No one to talk to
I lie on the ground
And hope someone will pick me up.

Have the students talk with their partners. Then each student will choose one of the feelings from the Feelings Universe and write a poem about this feeling. Challenge the students to compare the feeling with a nonliving object.

5 minutes

3. Have the students take out their journals. Ask the students to think for a minute about how they are feeling right now. Have the students write in their journals about how they are feeling and why. Tell the students to list in their journals all the feelings that they have experienced so far today.

Reflection

5 minutes**2 points**

The Big Q:

What is the difference between a feeling and a behavior?

Accept reasonable responses. For example, a feeling is an emotional state or sensation that you experience, and a behavior is what you do or say to express how you feel.

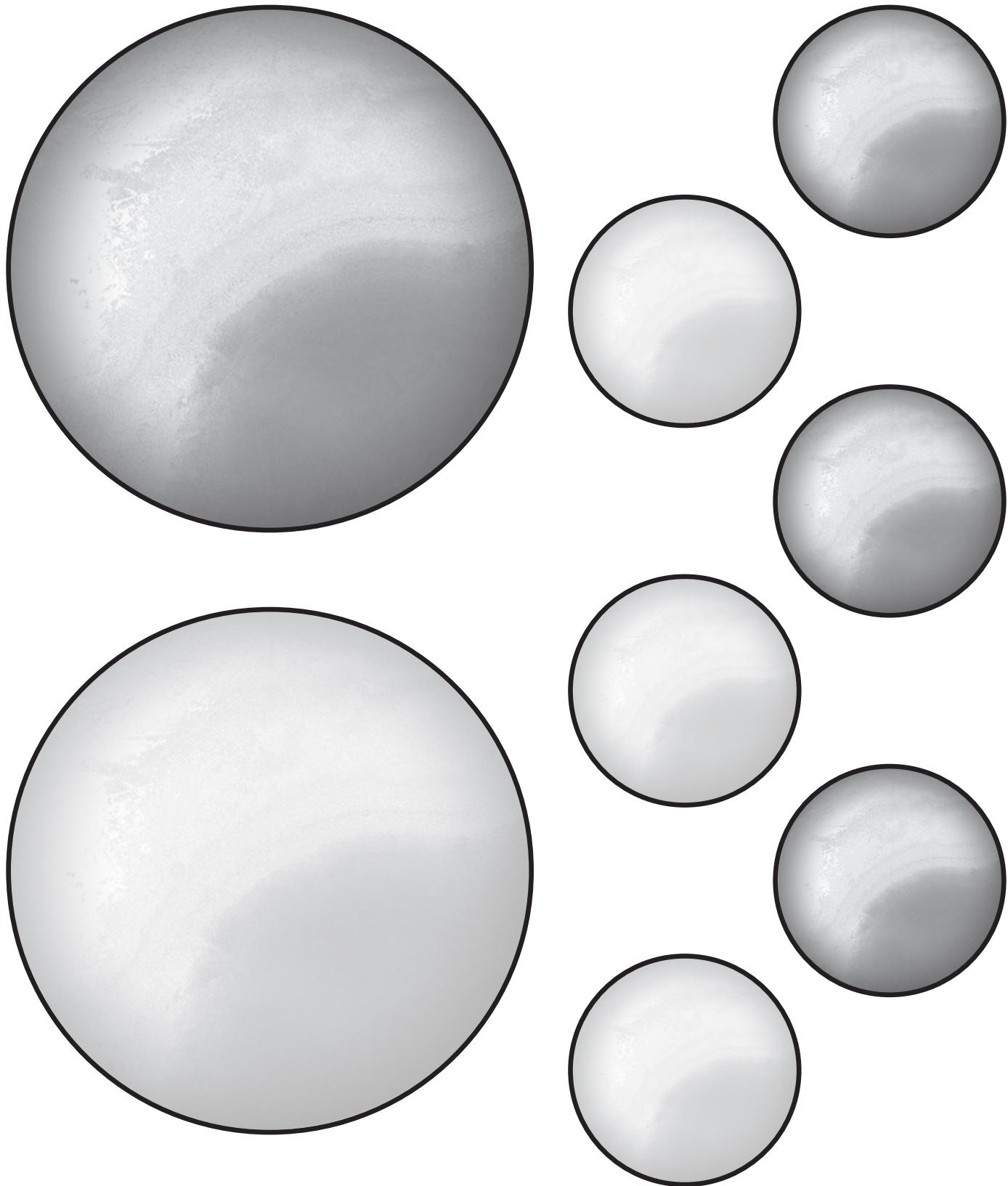
Home Connections

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

- Have the students make a feelings chart that keeps track of how many times they have different feelings throughout a day. Which feeling do they have the most?
- Make a feelings collage with pictures of people or animals to show different emotions.

Feelings Universe Planets and Moons



Asking Follow-Up Questions

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 Questions 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 how paraphrasing and asking follow-up questions shows the speaker that they are listening and provides an opportunity to clarify information.

ADVANCE PREPARATION

- Continue to have the Tools for Teamwork posted in the classroom with the materials from lessons 1–6.
- Have the Active Listening poster displayed.
- Copy the Follow-Up Questions sheet—one per student.
- If you are able to project computer content in your classroom, show a short clip of a news interview to show the students what asking follow-up questions looks like.

Agenda

Active Instruction

- Remind the students of this week's focus on Tools for Teamwork to help them get along with one another.
- Review active-listening skills, paraphrasing, and asking closed-ended and open-ended questions.
- Discuss the purpose of asking follow-up questions in conversations and interviews.

Teamwork

- The students complete the Follow-Up Questions sheet with their partners.
- Discuss examples of paraphrasing and asking follow-up questions in school.
- The students write a journal entry about questions that they would like to ask a famous person.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Present the Big Q.

8 minutes

Discuss closed- and open-ended questions.

1. Remind the students that this week they are learning tools for teamwork that they can use to get along with one another. Yesterday they focused on identifying and communicating their feelings, and today they will talk about listening and paraphrasing. Present the Big Q to set the stage for the lesson.

Big Q: How does asking a follow-up question let the speaker know that you are listening?

2. Refer the students to the posted team cooperation goals under Tools for Teamwork. Tell the students that today they will focus on skills that will help them be good listeners. Refer to the Active Listening poster, and review all parts of active listening. Point to “Say it back” and “Ask questions,” and review the skills of paraphrasing and asking questions. Use **Buddy Buzz** to ask:

Why is paraphrasing an important part of listening?

Accept reasonable responses. For example, paraphrasing is important because it lets the speaker know that you understood what he or she said. By putting it in your own words, paraphrasing shows the speaker that you have thought about what he or she said.

Why is asking questions an important listening skill?

Accept reasonable responses. Asking questions helps you gather facts, encourages others to share feelings and opinions, and lets the person know that you are interested in what he or she is saying.

What is the difference between a closed-ended question and an open-ended question?

A closed-ended question is one that only requires a short or limited response. An open-ended question encourages discussion and has more than one possible response.

- Tell the students to think about the following example:

You see your friend on the morning of her first day of middle school. She tells you in a shaky voice, “I can’t wait to get there and meet my teacher.” You notice that both her legs are shaking.

- Use **Buddy Buzz** to ask:

How would you paraphrase how your friend feels about starting middle school?

I would say she is excited but nervous at the same time.

- Point out that paraphrasing often involves making inferences based on what people say or do. Explain that making an inference is coming to a logical conclusion based on available clues. In this example, by seeing that your friend's voice is shaky and her legs are shaking, you infer that she is nervous. She doesn't say she is nervous, but you can tell by her actions. Use **Buddy Buzz** to ask:

Do you know for a fact that your friend is nervous?

No, I am making an inference. It is only my opinion based on what I see.

How could you check out whether your opinion is correct?

I could check it out by paraphrasing and asking my friend some questions.

What is an open-ended question that you could ask your friend to find out more about her feelings about starting middle school?

Accept reasonable responses. For example, I could ask, "How are you feeling about starting middle school?"

5 minutes

Talk about follow-up questions.

3. Explain to the students that asking one question often leads to asking more questions—these are called *follow-up questions*. Discuss how asking follow-up questions lets the speaker know that you are continuing to listen and are interested in what he or she is saying. Tell the students that asking follow-up questions is an important skill for news reporters and interviewers. Describe the following example:

My friend tells me that he had a really fun weekend. I ask, "What made your weekend so fun?" My friend responds that he went to his cousin's house and got a new dog.

- Use **Buddy Buzz** to ask:

What would be a good follow-up question that I could ask to show that I am listening?

Encourage the students to share their ideas. For example, "What do you think having a new dog will be like?" or "Did you get the dog at your cousin's house?"

If I ask, "What is your new cat's name?" is this a good follow-up question? (Have the students give a thumbs up/thumbs down.) Why or why not?

No, it's not a good follow-up question because it shows that you weren't listening. Your friend got a dog, not a cat.

Teamwork

15 minutes

1. Explain that the students will practice paraphrasing and asking follow-up questions with their partners. Hand out a Follow-Up Questions sheet to each student. Give the following directions:
 - **Each student will take a minute or two to think about how he or she would finish this sentence: “The best day I had was...”**
 - **Each partner tells about the best day that he or she had.**
 - **Ask three follow-up questions based on your partner’s response. Make sure that at least one of those questions is closed ended and one of the questions is open ended.**

Circulate as the students do the activity, and award team points for good listening skills. Highlight examples of good follow-up questions.

5 minutes



2. Discuss times in school when the students will paraphrase and ask follow-up questions. Have the students talk with their partners about times when they will use these skills during math, reading, science, or social studies. Use **Random Reporter** to share a few of the students’ responses.

Possible answers may include:

- *when I want to make sure that I understand the teacher’s directions,*
- *when we are sharing opinions in a team discussion,*
- *when the teacher is explaining a new concept or skill,*
- *when we are interviewing a guest speaker; and*
- *when we are asking one another questions to make sure that we understood what we read.*

5 minutes

3. Have the students take out their journals. Tell the students to think about a famous person whom they would like to talk to. Have the students record questions that they would ask this person in their journals. If time remains, have the students role-play being the famous person with their partners and asking the questions. Encourage the students to ask follow-up questions during the role-play.

Reflection

5 minutes

2 points



The Big Q:

How does asking a follow-up question let the speaker know that you are listening?

Accept reasonable responses. For example, when I ask a follow-up question, the speaker knows that I heard what he or she said, and it shows that I’m interested in learning more.

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 open-ended questions during team discussions by using question starters such as “How do you think...?” or “Why do you think...?”
- Have the students watch an interview on a news program and identify follow-up questions that the reporter could have asked.
- Show a picture, and have the students make inferences and paraphrase how they think the people in the picture are feeling. Have the students identify follow-up questions that they could ask to confirm these inferences.
- Encourage the students to interview family members about a topic of their choice and ask follow-up questions.

Follow-Up Questions

1. Paraphrase what your partner told you about the best day that he or she had.

2. Closed-ended question:

3. Open-ended question:

4. Three follow-up questions:

Keep your feelings in check!

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 Find the Connection 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 trigger situations that often lead to strong feelings, such as anxiety, and learn how to keep anxiety levels in check and stay calm.

ADVANCE PREPARATION

- Have the Feelings Universe and the Feelings Thermometer posted in the classroom.
- Have chart paper available to post the Stop and Stay Cool Steps. **Note:** The Stop and Stay Cool poster is included with the GAT poster set, but we suggest making your own chart of the steps because most fifth graders prefer not to give themselves a Chilly hug.
- Copy the Anxious Alex page—one per student. **Note:** The students can write reply letters on the back of this page.
- Copy the Feelings Thermometer page—one per student.
- Optional: Have the Settle-Down Jar available. **Note:** See the Getting Along Together 2nd Edition Teacher's Guide for a full description of how to make and use the jar.

Agenda

Active Instruction

- Refer to the Feelings Universe, and discuss the feeling of anxiety.
- Discuss the physical signs of feeling a strong sense of anxiety and how to stay calm in anxious situations.
- Review Stop and Stay Cool strategies, and model using them to stay calm.

Teamwork

- The students read a letter from Anxious Alex and write a reply to give Alex advice about staying calm.
- The students compare their Feelings Thermometer responses to different anxiety situations.
- The students write a journal entry to identify anxiety triggers and list three strategies that they will use to stay calm in these situations.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Present the Big Q.

1. Remind the students that they have started a Feelings Universe and have practiced giving one another “I” Messages. Explain that identifying and communicating feelings are very important tools for teamwork. Tell the students that today they will talk about what to do when they experience a very strong feeling—when a feeling hits a 5 on the Feelings Thermometer. Present the Big Q to prepare the students for the lesson.

Big Q: What is one strategy that you will use to stay calm in a situation that makes you feel anxious?

8 minutes

Talk about feeling anxious.

2. Point to the Feelings Universe, and discuss the *worried* planet. Talk about the word *anxious*. Use **Buddy Buzz** to ask:

What does it mean to feel anxious?

Answers may vary. To feel anxious means to be nervous or worried about something or to experience an overwhelming sense of fear about something.

What are some things that fifth graders feel anxious about?

Answers will vary. For example, starting a new activity or joining a team that they are not familiar with, taking tests, or speaking in front of others.

What does an anxious person look like?

Answers may vary. For example, an anxious person may sweat, shake, bite his or her nails, and have a worried facial expression.

- Check that the students know that *anxiety* is the noun form of *anxious*. Discuss the physical signs of strong feelings such as anxiety. For example, a person's body may start to shake, he or she may feel hot and sweaty, his or her heart may begin to beat faster, and he or she may feel queasy.
- Point to the Feelings Thermometer, and explain that when something makes someone feel very anxious, he or she will register a 4 or 5 on the Feelings Thermometer. Remind the students of the term *impulse*, which is a surge of emotion that causes you to do something. Explain that to have control of their impulses and keep their feelings in check, they need to recognize when they are losing control. Then they need to do something to cool down.

8 minutes**Review the Stop and Stay Cool Steps.**

- Discuss ways to stay calm in anxious situations. Review the Stop and Stay Cool Steps, and model using strategies to stay calm. Remind the students about the "Stop and Stay Cool" video with Chilly. (Show the cartoon again if necessary.) Have the students show you the steps. (Point out that older students no longer use the Chilly hug.) Have a discussion with the students to identify the following Stop and Stay Cool Steps:

1. Recognize that I am losing control.
2. Stop!
3. Stay calm.
4. Take slow, deep breaths (count to 5 as I breathe in and out).
5. Give a thumbs up when I'm cool.

Write the Stop and Stay Cool Steps on a chart, and post it under the Tools for Teamwork. Explain that the students need to keep their emotions in check to work well together in their teams. Have the students suggest other strategies that they can use to stay calm, such as closing their eyes and relaxing or using self-talk to calm down. Keep a chart of the students' ideas.

Teamwork

15 minutes

1. Hand out a copy of the Anxious Alex page to each student. Have the students read a letter from Anxious Alex and write a reply to give Alex advice on staying calm. You may decide to have the students work with partners to read the letter and brainstorm suggestions to tell Alex. Review the details of writing a friendly letter with the students. Tell the students that their reply letters need to include at least three specific strategies that Alex can try to stay calm. Encourage the students to share some specific examples of positive self-talk that Alex could use on the way to gym class, for example, "I may not be the best at these activities, but I will try hard and learn to do better."

If you have time at the end of the lesson, allow a few of the students to read their reply letters aloud to the class.

5 minutes

2. Hand out a copy of the Feelings Thermometer to each student. Ask the students to rank on the Feelings Thermometer how anxious they would feel in the following situations. Have the students compare their rankings after each example. Stress that we do not all feel the same way about the same thing. Each of us is different.

1. Going on a roller coaster

2. Being in a thunderstorm

3. Doing a free throw during a basketball game

4. Taking a test

5 minutes

3. Give the students a minute or two to discuss within their teams times during the day when they often get nervous. After team discussion, have the students write a journal entry identifying the following:



- List three anxiety triggers—times during the school day when you tend to get anxious or nervous (e.g., when reading aloud in front of others, when taking tests, when playing sports on the playground, when talking to new people).
- List three strategies that you will use to stay calm in these situations (use positive self-talk; take slow, deep breaths; use a relaxation technique, etc.).

Reflection

5 minutes

2 points



The Big Q:

What is one strategy that you will use to stay calm in a situation that makes you feel anxious?

Answers will vary. For example, I will use positive self-talk to remind myself to stay calm and to feel more confident in anxious situations.

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

- Have the students do a survey of adults and students to find out the most common things that make people feel anxious.
- Ask the students to do some research about ways to cure common anxieties.
- Review stories of professional athletes or other famous people who behaved badly and could have benefited from using Stop and Stay Cool. (Find stories and video footage on the Internet.) For example, Gus Frerotte, the quarterback for the Washington Redskins in 1997, celebrated a touchdown by head-butting the padding in the end zone. He ended up spraining his neck.

Anxious Alex

June 19, 2012

Dear Fifth Graders,

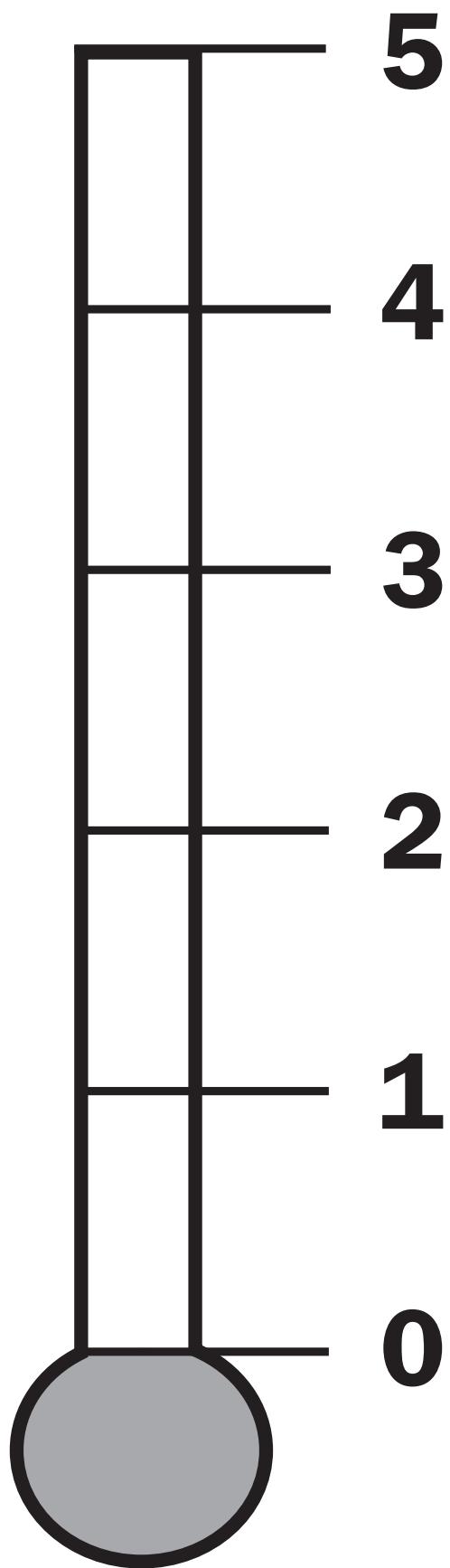
My name is Alex, and I have a problem. I am not very good at sports. When we go to gym class at school, I get really anxious. As we start to walk down the hall, I feel my body temperature rising. I start to think about the activities that we might be doing that day, and I feel sick to my stomach. What if it involves throwing a ball? I am horrible at throwing! What if the students get to pick teams? I know I will be picked last!

Every time I walk into the gym, I feel my body begin to slump. I start to bite my nails as I sit and wait. I feel like all the other kids are staring at me. My legs always start shaking.

What can I do to stop feeling so anxious? How can I stay calm? Please give me some advice!

Your friend,

Anxious Alex



Lesson 8 Journal Entry



- List three anxiety triggers—times during the school day when you tend to get anxious or nervous (e.g., when reading aloud in front of others, when taking tests, when playing sports on the playground, when talking to new people).
- List three strategies that you will use to stay calm in these situations (use positive self-talk; take slow, deep breaths; use a relaxation technique, etc.).

Think it through, it could be you! “Flying Checkers”

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 What Do They Have in Common? 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 how to use conflict solvers to come up with win-win solutions and will use consequential thinking to identify and evaluate potential solutions to a conflict situation.

ADVANCE PREPARATION

- Begin to post conflict solvers in the classroom. **Note:** Decide whether you want to write them on a chart or have the students make conflict solver cards to post in the classroom.
- Prepare to show “Flying Checkers” by previewing the video so you know the situation. (On the GAT2 DVD, click the “Think it through, it could be you!” videos, and then click grade 5.)
- Copy the “Think it through, it could be you! Flying Checkers” sheets—one per team.
- Prepare a master version of the “Think it through, it could be you!” sheet for the whiteboard or overhead to record the students’ responses during the lesson.

Agenda

Active Instruction

- Review examples of conflict, and brainstorm possible conflict solvers.
- Discuss examples of conflict situations and how to use conflict solvers to come up with win-win solutions.

Teamwork

- Play the “Think it through, it could be you!” video “Flying Checkers.”
- Process and debrief the video using the “Think it through, it could be you! Flying Checkers” sheet.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Present the Big Q.

1. Introduce the lesson by reviewing that conflict situations often arise in school—on the playground, on the bus, etc. Remind the students that part of their job in school is learning how to solve problems and get along with one another to have a peaceful and productive classroom. Point to Tools for Teamwork, and emphasize that a successful team is able to resolve conflicts and work together. Present the Big Q to prepare the students for the lesson.

Big Q: Which conflict solver could you use the most at home? What is an example of a win-win solution using this conflict solver?

10 minutes

Discuss conflict solvers.

2. Talk about the fact that conflicts happen and that it's important to know how to solve conflicts in a win-win way. Discuss examples of win-win, win-lose, and lose-lose solutions to conflicts. Present an example of a conflict that will be familiar to most students. For example, Deena and Mario are partners, and they can't agree on a project to do for science class. Deena wants to make something about volcanoes, and Mario wants to make a model of an energy-efficient home. Use **Buddy Buzz** to ask:

If Deena and Mario can't seem to agree, what is a win-win solution that they could use to solve their conflict?

Answers will vary. Maybe Mario and Deena could take a break and then see if together they can think of a new idea that they both want to do.



- Explain that take a break is one example of a conflict solver. Give each team two minutes to brainstorm a list of conflict solvers. Use **Random Reporter** to have each team share a conflict solver. Try to elicit the following list from the students:
 - **Share.** Two or more people use an item at the same time.
 - **Take turns.** Two or more people rotate turns using an item for equal amounts of time.
 - **Apologize.** A person acknowledges that he or she made a mistake and says, “I am sorry.” The other person accepts the apology. Highlight that it is appropriate to apologize for something even if it was an accident.
 - **Make amends.** A person repairs an item or a situation that he or she damaged, such as rebuilding someone's block tower after knocking it down.
 - **Compromise.** Each person agrees to change a little so both people can be happy—making a deal so both are happy.

- **Laugh it off.** Each person agrees that the conflict is silly; they laugh it off and move on to something else.
- **Find something else to do.** Rather than argue about the situation, two or more people decide to do something completely different.
- **Get help.** Two or more people realize that they need a grown-up or another person to help them solve the problem.
- **Ignore once.** Ignore a potential conflict once, but take action if it happens again.
- **Talk it out.** Two or more people agree to talk to work out a conflict.
- **Take a break.** Do something to remove yourself from a potential conflict situation, for example, go for a walk, or get a drink of water.

- Post the list under the Tools for Teamwork, or have the students make cards with each conflict solver to post in the classroom.
- Assign each team to one of the conflict solvers, and ask them to discuss and describe an example of a situation in which they would use it. Use **Random Reporter** to have each team share their example.

5 minutes**Discuss “Think it through, it could be you!” videos.**

3. Remind the students of the “Think it through, it could be you! Flying Checkers” comic strip that they used in week 1. Tell the students that they will watch several “Think it through, it could be you!” videos throughout the year. Tell the students that they will watch the first video today and use a “Think it through, it could be you!” sheet to come up with a win-win solution.

Teamwork

25 minutes

Emphasize that there is no one right answer.

1. Give each team a “Think it through, it could be you! Flying Checkers” sheet.
2. Show the “Flying Checkers” video.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you! Flying Checkers” sheet. Use **Random Reporter** to have teams share responses, and chart student responses on the master “Think it through, it could be you! Flying Checkers” sheet.
 1. *The problem is that Flash accidentally hit the checkerboard and ruined Mona’s game with Ricardo.*
 2. *Mona probably feels a little frustrated and mad that the game is ruined, but she also knows that Flash didn’t mean it.*
 3. *Flash looks like he feels very bad about ruining their game.*
4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that Mona already tried. Then have teams write that solution in the solution 1 box.

Sample answer: Thumbs up, it was a good response. Mona laughs it off and tells Flash to keep practicing.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the box. Use **Random Reporter** to obtain answers from a few teams, and chart a few student responses on the master sheet.

Sample answer: After Mona’s response, Flash will feel relieved, and he will apologize for accidentally hitting the checker game. Maybe Flash will also offer to help pick up the pieces and set up the game again.

6. Have teams do a team huddle to brainstorm and complete the remaining solution and consequences boxes. Use **Random Reporter** to obtain answers from a few teams, and chart a few student responses on the master sheet.

Solution: *Mona could feel really angry and decide to throw something back at Flash.*

Consequence: *If she throws something at Flash, she could hurt him or someone else in the room. Mona will end up in trouble, and the checker game will still be ruined.*

Solution: *Mona could take a deep breath, use Stop and Stay Cool strategies to stay calm, and use an “I” Message to tell Flash how she feels.*

Consequence: *If she calmly tells Flash how she feels, Flash will understand her feelings and apologize for accidentally ruining her game.*

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.
8. Have teams do a team huddle to answer the following debriefing questions. Use **Random Reporter** to call on a few teams to share responses for each question.

Have you ever been in a situation similar to Mona’s? If yes, what did you do to solve it?

Answers will vary.

How did your team decide on a win-win solution for Mona and Flash? Why is it a win-win solution?

Accept answers that explain how the solution makes both Mona and Ricardo happy.

9. Summarize the lesson by having the students do a role-play to demonstrate solving the problem in a win-win way.

Encourage the teams to consider the various Tools for Teamwork.

Remind the students to think flexibly when they are thinking of more than one way to solve a problem.

Reflection

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

Which conflict solver could you use the most at home? What is an example of a win-win solution using this conflict solver?

Accept supported answers. For example, I think I could take a break. I often get frustrated with my sister, and if I take a break, I will be able to calm down and not say something mean. It's a win-win solution because both my sister and I avoid getting in a fight and getting in trouble.

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

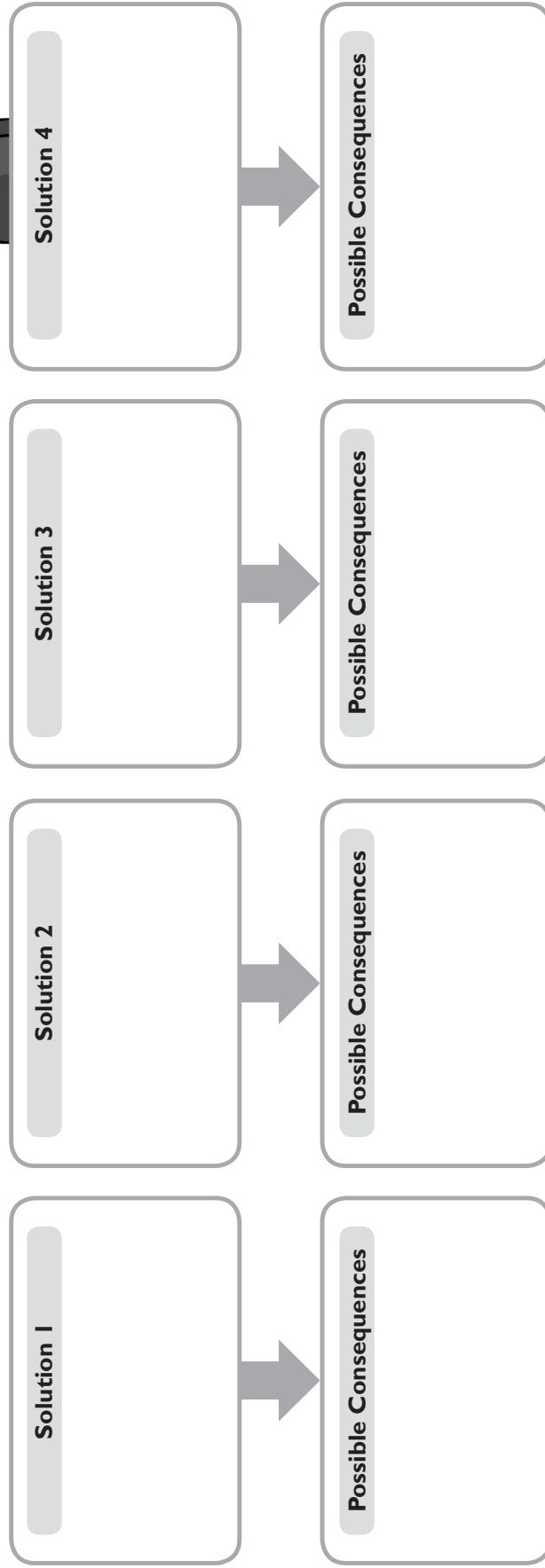
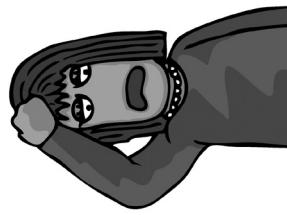
- Highlight examples of win-win solutions in the classroom or with characters in books that the students are reading.
- Encourage the students to write their own scripts for a “Think it through, it could be you!” comic strip or video.



Think it through, it could be you!

“Flying Checkers”

1. What is Mona's problem?
2. How does Mona feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Mona do to solve this problem?



5. Circle the best win-win solution for this situation.

Peace is powerful!

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 Bee Bop 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 three steps on the Peace Path and practice using them to solve conflicts in a win-win way.

ADVANCE PREPARATION

- Have a copy of the Peace Path available and ready to post under Tools for Teamwork. Include a paper-size version of the Peace Path at the Thinking Spot (a copy is in the blackline masters.)
- Have the conflict solvers posted in the classroom.
- Have the "Flying Checkers" video from lesson 9 available.
- Copy and cut the role-play cards—one card per partnership.
- Tally team points, and award super, great, and good team stickers. Record each team's status on the Team Success! poster.

Agenda

Active Instruction

- Review the conflict solvers and the definition of a win-win solution.
- Present the steps of the Peace Path and how to use it to solve conflicts.
- Model using the Peace Path to solve Mona and Flash's problem from the "Flying Checkers" video.

Teamwork

- Give each partnership a role-play card to practice using the steps of the Peace Path.
- The students record the steps of the Peace Path in their journals and write reflections on what they have learned about Tools for Teamwork in unit 1.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Present the Big Q.

5 minutes

Review conflict solvers.

5 minutes

Review the steps of the Peace Path.



1. Point to Tools for Teamwork, and ask the students to recall the conflict solvers that they used in lesson 9 to find win-win solutions to potential conflicts. Ask the students to explain why it is important to solve conflicts in a win-win way. Explain that today the students will review how to use the Peace Path and will add it to Tools for Teamwork. Present the Big Q for today's lesson.

Big Q: How could you use the steps of the Peace Path at home if you had a conflict with someone who didn't know the steps?

2. Point to the conflict solvers posted under the Tools for Teamwork. Briefly review the list of conflict solvers that the class started in lesson 9. Use **Buddy Buzz** to ask:

Which conflict solver have you used this week?

Accept supported answers.

What is an example of a win-win solution?

Answers will vary. Check that the students' responses include a solution that is positive for each person involved in the conflict.

Have you thought of any new conflict solvers to add to our list?

Answers will vary. Add any new suggestions to the list.

3. Post a copy of the Peace Path in the classroom. Explain that when using the Peace Path, the students will use the listening and problem-solving skills that they have been learning the past two weeks. Tell the students that the Peace Path will be a valuable tool to solve any problems that arise in the classroom. Use **Buddy Buzz** to ask:

What are the three steps of the Peace Path?

The three steps of the Peace Path are:

1. *Tell the problem by giving "I" Messages and then saying them back.*
2. *Brainstorm win-win solutions by using conflict solvers.*
3. *Solve the problem by agreeing on a win-win solution and putting it to work.*

What is the goal after using the Peace Path?

The goal is to solve the problem with a win-win solution!

10 minutes

Use the Peace Path to solve Mona and Flash's problem.

4. Model using the steps of the Peace Path to solve a conflict. Explain that the students will use the scenario from the “Flying Checkers” video from lesson 9 in which Flash ruined Mona’s game of checkers. If necessary, show the video again. Call on two student volunteers (one to be Flash and one to be Mona) to come up and model how to use the Peace Path to solve their problem. Have the student volunteers walk through and complete each step of the Peace Path.

Step 1: Tell the problem.

Mona: *When you ruined our checker game, I felt sad because it seems like you don't care about our game.*

Flash: *I hear you saying that you felt sad when I ruined your checker game because you think I don't care.*

Flash: *I feel really sorry that I ruined your game, and I hope you know that it was an accident.*

Mona: *I hear you saying that you feel sorry for ruining our game and that it was an accident.*

Step 2: Brainstorm solutions. (After the students role-playing Mona and Flash each suggest a solution, the rest of the class can suggest their ideas.)

Step 3: Solve the problem. (Mona and Flash agree on a win-win solution to try.)

- After the student volunteers demonstrate using the Peace Path, use **Buddy Buzz** to ask:

Why is it important for both Mona and Flash to give an “I” Message in step 1?

Because it's important for each person to understand how the other person is feeling about the problem.

Why is it important to say it back?

It's important to say it back to let the other person know that you understand exactly how he or she feels and why. You need to check out whether your opinions are correct—get the facts straight.

Teamwork

15 minutes

1. The students will practice using the steps of the Peace Path with their partners. Hand out one role-play card to each set of partners. As the students complete the activity, circulate to listen and check that each partnership finds a win-win solution. Give the following directions:

- **Read the role-play card.**
- **Decide which character each partner will role-play.**
- **Complete all three steps of the Peace Path to find a win-win solution.**
- **Tell me what your win-win solution is.**

Partners can continue to choose role-play cards and practice using the Peace Path as time allows. After the activity, ask the following debriefing questions:

Did you and your partner give clear “I” Messages?

Did you brainstorm more than one win-win solution? How did you and your partner agree on a win-win solution to try?

10 minutes

2. Have the students take out their journals. First, tell the students to record the steps of the Peace Path in their journals. Explain that the students can add notes or pictures to help them remember what to do at each step.

Next, ask the students to think about all the skills that they have learned in these first two weeks. Have the students look at Tools for Teamwork to refresh their memory. Have the students write a list of three Tools for Teamwork that they think they will use the most in the first month of school. Have the students talk with their partners and set a goal for how to improve their use of these skills.

Reflection

5 minutes



The Big Q:

How could you use the steps of the Peace Path at home if you had a conflict with someone who didn’t know the steps?

I could explain the steps and demonstrate how to give an “I” Message and say it back. I could also describe the conflict solvers and how to find a win-win solution.

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

- Use examples of conflicts from stories that the students are reading, and have the students role-play using the Peace Path to find win-win solutions for the characters.
- Discuss win-win solutions that could be applied to historical events that the students are learning about in social studies.
- Plan a project in which the students paint the steps of the Peace Path on the playground or another appropriate place in the school.

Role-Play Cards



Derek walks past Mark's desk and knocks his book onto the floor. Mark is mad and pushes Derek's papers off his desk. Now Derek and Mark are arguing and interrupting the class.



Julia is standing in the lunch line. Carly walks in and gets in front of Julia in line. Julia gets mad and pushes Carly.



Travis and Shana are making a poster with markers. Shana grabs all the markers and won't share with Travis.



Kaya and Tess are the last two students in the final round of the spelling bee. Tess spells a word wrong and gets out. Kaya smirks at Tess and says, "Ha, ha, I won!" Tess walks sadly to her seat.



Brian asks to join the kickball game on the playground. Carlos says no because it would make the teams uneven. Brian sits alone on a bench.

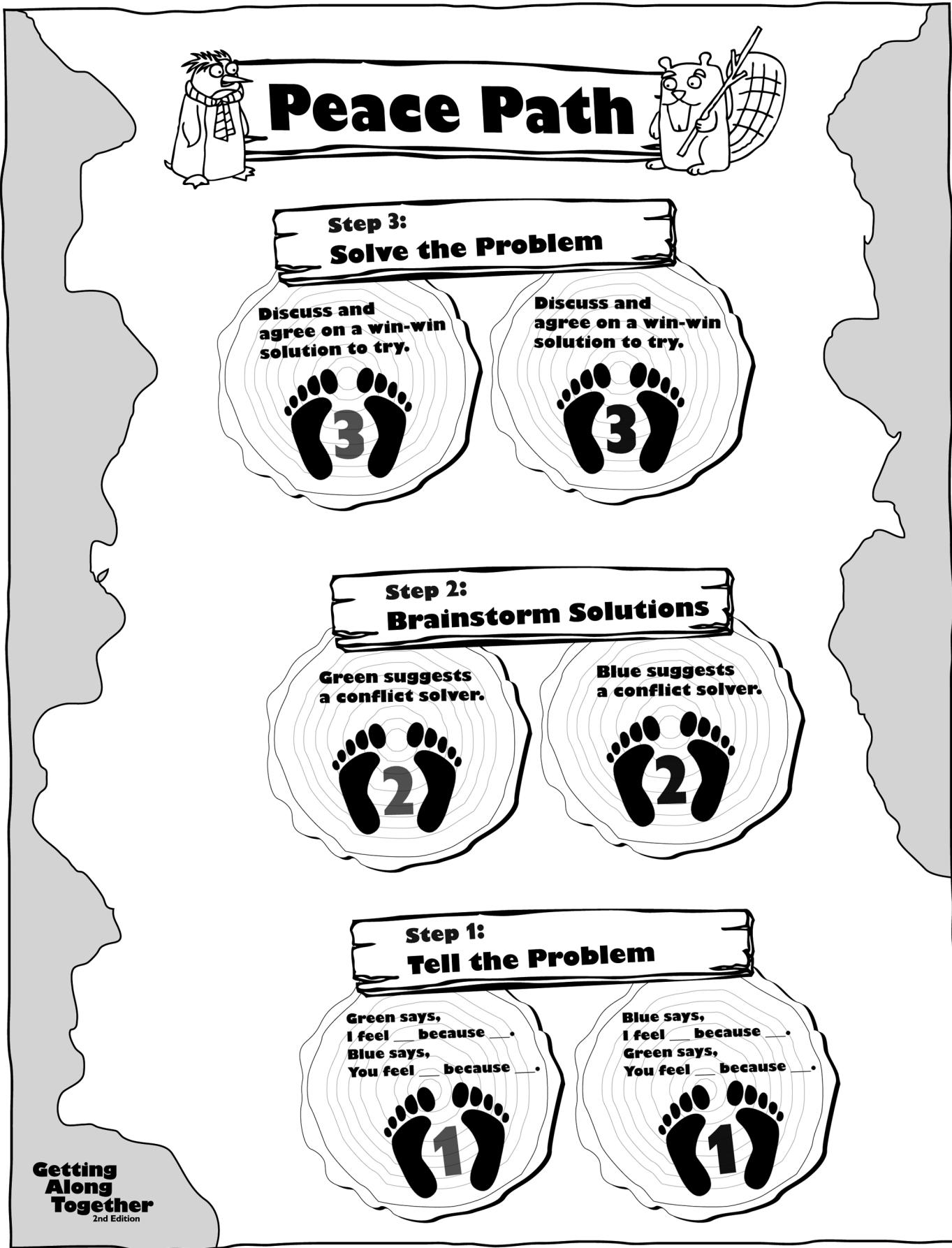


During math, Leo gets called on to answer a problem. Leo does the problem and presents his answer on the board. Sophia starts laughing loudly and says, "No, you got the wrong answer as usual, Leo!"



Daniel and Alisa both have blue binders. Daniel put Alisa's binder in his desk by mistake. Alisa gets mad at Daniel and throws his binder on the floor.





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.

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 Sally Likes whenever time allows during the day/week.

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



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

1. review the previous week's goals and brainstorm class strengths and issues to set a new 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 GAT lessons will be 30 minutes. You will now start the regular routine of a skill lesson (30 minutes) on Monday and a Class Council (30 minutes) on Friday. This routine will continue for the year. Remember to include the Cool Kid, the Cooperative Challenge, and a Brain Game as part of your regular weekly routines (see above).

- Tell the Cool Kid that he or she will be the Class Council student leader.
- Have the graphic organizer ready to use. **Note:** A sample Class Council Brainstormer is included at the end of this lesson and also in the set of blackline masters.
- Prepare a small box to use as the suggestion box (e.g., a shoe box or tissue box).
- 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.
- Copy and cut out the Home Connections tickets—one per student. **Note:** Sample Home Connections tickets are included at the end of this lesson and in the set of blackline masters.
- Have the Chilly puppet ready.

Agenda

Active Instruction

- Introduce the purpose and structure of the two parts of Class Council.

Teamwork

- 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.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Present the Big Q.

1. Tell the students that from now on, they will have a shorter lesson in 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). Explain that at Class Council, they will talk about what is going well with their class and what may need some work. Present today's Big Q.

Big Q: What is the class goal this week? What is one thing that you can do this week to help your class meet its goal?

7 minutes

Explain the purpose of Class Council.

2. Gather the students together in a circle in the area of the classroom designated for Class Council. Explain the purpose and structure of the two parts of Class Council. Ask the Cool Kid to stand with you. Explain that the Cool Kid will be the student leader for Class Council and will help to run the meeting. As the year progresses, try to allow the Cool Kid to take over more responsibility for running the meetings. For students who are more reluctant to run meetings on their own, you may want to allow them to choose a friend to run Class Council with them.
 - Talk with the students about the importance of using their active-listening skills during Class Council. They will need to listen to one another's ideas and be respectful. Give the Active-Listening Signal, and check that all the students remember the three parts of active listening.
 - Explain that Class Council will have two parts. In part 1, the class will review the week and set a goal. The class will discuss the past week, including things that they are doing really well and things that may need some work. From this discussion, they will set a goal to work on for the following week.

- Introduce the suggestion box as an opportunity for the students to submit their ideas for things the class may need to work on or to give a class compliment about something that the class is doing well. Show the students where the suggestion box will be located in the classroom. Encourage the students to submit ideas any time during the week, and explain that you will check it before each Class Council.
- Part 2 will be time for celebration! Explain that you will pass out stickers for super, great, and good teams! You will talk about how each team did for the week. You will also pass out the Cool Kid certificate and select the Secret Spies for the following week. The final step of part 2 is to celebrate homework-return rates and challenge the students to increase the rate each week.

3 minutes**Explain the Secret Spies.**

3. Explain the role of the Secret Spies. Tell the students that each week, two students will be chosen to be Secret Spies. The job of the Secret Spies is to look for students doing a great job using any of the tools for teamwork. Then the Secret Spies will share their observations at the beginning of Class Council. Typically, the Secret Spies will be chosen at the end of Class Council, but for this week, you will secretly appoint them now. Devise a clever way to secretly appoint two students to be this week's Secret Spies. For example, you could use a secret tap on the shoulder or hand out a special card or slip of paper to the Secret Spies.

Teamwork

10 minutes

1. Explain that the students will now practice the two parts of Class Council to prepare for the first meeting on Friday. Tell the students that the first step is to review what went well and set a goal. Use **Buddy Buzz** to ask:

What do you think we did well in our class last week?

Ask the Cool Kid, who is helping to run the meeting, to answer first, and then get a few responses from the other students.

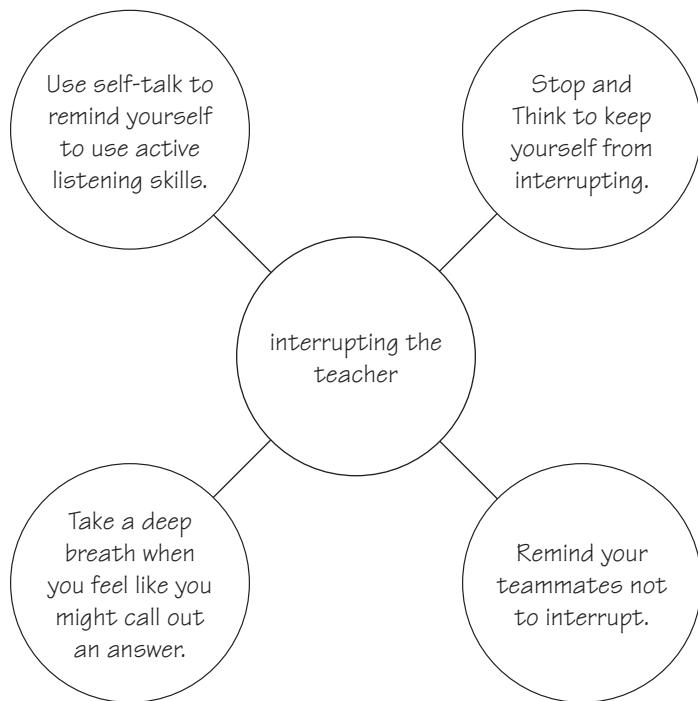
- Introduce goal setting by identifying a classwide problem area and brainstorming possible solutions. Emphasize that this is a time to identify something that involves the entire class, not an interpersonal problem between a few students. Say:

I want you to think about last week again, but this time I want you to think about something that did not go so well. What is 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 not interrupting, Stop and Stay Cool, or taking turns. If necessary, remind the students not to single out any of their classmates by name.

- Select one of the ideas, and write the 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 example.



- Help the class set a specific, measurable goal that will allow everyone to know whether the problem has improved. For the example of interrupting the teacher, the goal might be that the teacher is only interrupted three times all week. Explain that at the Class Council at the end of the week, they can see how they are doing with solving this class concern. Post the goal in the classroom under the heading "Class Council Goal."
- Optional:** If the class concern or goal is related to a GAT skill, consider doing a role-play to practice the skill. Following is a sample scenario:

Stop and Think

Dylan sits next to Jake. Jake has a habit of tapping his pencil on his desk. Dylan is really sick of listening to the tapping of Jake's pencil. Dylan wants to grab Jake's pencil and break it in half!

If you were Dylan, what would you do?

4 minutes

- Briefly explain that part 2 of Class Council will celebrate the class's success by awarding team certificates. Show the super, great, and good stickers to the students. Refer to the Team Tally and Team Success! posters, and remind the students that based on the number of points that their teams earn in the week, they will earn either a super, great, or good sticker. Encourage teams to work really hard this week so they can have lots of super teams at Class Council on Friday.

Mention that at the end of part 2 of the Class Council, the Cool Kid certificate will also be presented. The final step in Class Council will be to celebrate the number of students who have completed their homework.

Reflection

5 minutes

2 points



The Big Q:

What is the class goal this week? What is one thing that you can do this week to help your class meet its goal?

Answers will vary.

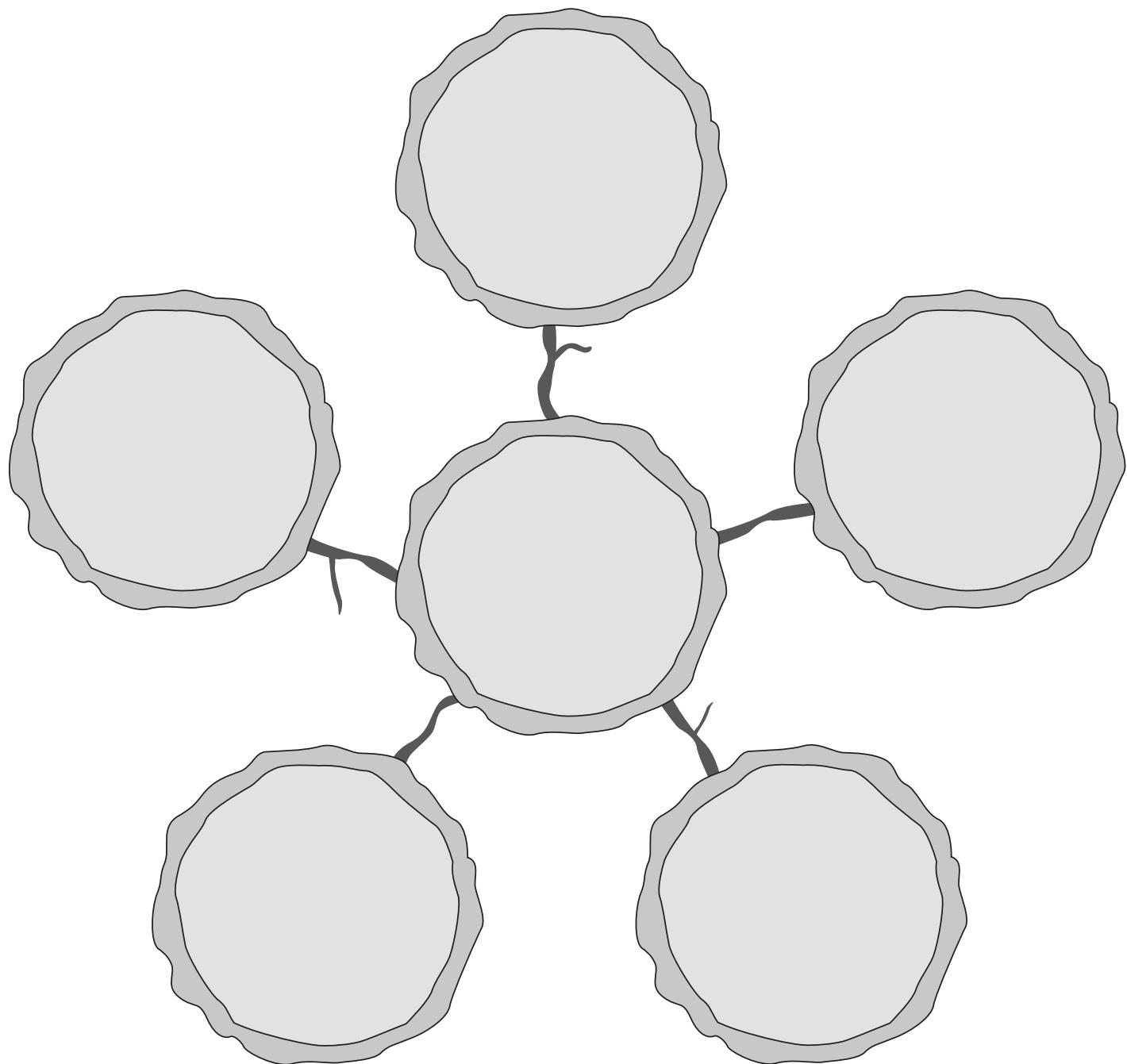
Home Connections

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 think about how things are going in the classroom all week to prepare for the first Class Council. (Remind the Secret Spies to do their job.)
- Encourage the students to continue to use the tools for teamwork throughout the day.

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

ADVANCE PREPARATION

Note: You will follow this Class Council format today and for all subsequent Class Councils. Please refer back to lesson 11 if you have any questions about any aspects of the meeting.

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the Secret Spies and other 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.

José was finishing up a painting that he had been working on all week. Lucas tripped and spilled water all over José's painting. José looks down at his painting and wants to scream.

What are some win-win solutions to this situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Unit 2: Friendship

UNIT OVERVIEW

Unit Focus

In this six-lesson unit, the students will explore a wide array of friendship-related topics. The ability to make and keep friends correlates with the ability to connect and work well with others, first in school and, ultimately, in the workplace and life. The students will learn about the positive impact of friendship on their outlook and perspective and about the requisite skills to make and keep those valuable friends.

The students will consider the qualities that make a good friend and why it is sometimes hard to be a good friend. They will reflect on what they want in a friend and what their personal strengths and weaknesses as a friend to others are.

The students will discuss and address thorny friendship situations, such as hurt feelings between friends, competing against a friend, and feeling peer pressure from a friend. The students will have opportunities to apply consequential thinking to some of these thorny dilemmas.

The students will also identify and discuss a number of feelings associated with friendship, including feeling happy, connected, lonely, excluded, betrayed, jealous, and pressured. They will learn that having more than one feeling about a friendship situation is a clue to stop and think before acting.

The students will review and apply specific Getting Along Together concepts and skills as they explore the topic of friendship, including using “I” Messages to identify and express feelings, how to use win-win solutions in the context of friendship, and the importance of the cognitive skill, stop and think, in managing uncomfortable situations with friends.

Unit Outcomes

Students will:

- identify actions and exhibit behaviors that foster friendship;
- identify the feelings, perceptions, and points of view of others;
- 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;

- understand how their actions affect the community;
- understand the value of community and of each member within it;
- participate as active and successful members of a team community;
- understand that conflict and anger are normal parts of life, but how they handle them is important;
- use active-listening skills to elicit and understand the feelings of others;
- take action to correct hurtful situations;
- effectively manage group situations and include others;
- identify actions that are hurtful and understand why they are inappropriate;
- express emotions to others in effective ways; and
- understand effective and ineffective outcomes to conflict.

Books Used in Unit:

Our Friendship Rules by Peggy Moss and Dee Dee Tardif

Friends matter!

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 Questions 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 establish the value of friendship, the positive feelings it evokes, and explore the qualities of a good friend.

ADVANCE PREPARATION

- Read the more detailed teacher summary of the friendship experiment from the *Journal of Experimental Social Psychology*, included with the lesson, so you understand the main points to convey to the students.
- To help the students understand the friendship experiment, be prepared to explain the concept of steepness if necessary. Consider drawing three different hills on the board, one very steep, one moderately steep, and one hardly steep.
- Be ready to add feelings words to the Feelings Universe.
- Prepare a boldface sentence strip that reads, "In our classroom, no one gets left out!"
- Copy the Differences Between a Good Friend and Not-So-Good Friend worksheet—one per partnership. Make an additional copy to use on the overhead or whiteboard if your students will benefit from reviewing the worksheet as a class.
- Be ready to chart good friend qualities and not-so-good friend qualities.
- Copy and cut out the Home Connections tickets—one per student.
- Sign and copy the Parent Peek letter—one per student.

Agenda

Active Instruction

- Introduce the new unit and the Big Q.
- Introduce the psychology study on friendship and its results.
- Use the Feelings Universe to ask the students to identify feelings associated with friendship.

Teamwork

- Introduce the Differences Between a Good Friend and Not-So-Good Friend worksheet.
- Ask the students to explore times when it is hard to be a good friend.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the new unit and the Big Q.

5-7 minutes

Explain and debrief the psychology experiment.

1. Introduce the new unit about friendship.

- Explain that the students will spend the next six weeks talking about different friendship topics, including the importance of friends in our lives, how to treat our friends, and how to resolve conflicts with our friends.
- Announce the Big Q so the students know the purpose of the lesson and to set the expectation that they are able to answer it at the end of the lesson.

Big Q: How can facing a challenge be easier when you are facing it with a friend?

2. Tell the students about the friendship experiment, and debrief it.

- Begin by asking the students to name some reasons friends are important to us. *They are fun to play with, they help us, they make us laugh, etc.*
- Explain that you will tell them something about friendship that they may not have thought about before. Having read the more detailed version of the experiment for your own understanding, read or summarize the experiment as follows:

Some scientists did an interesting experiment about friendship. They asked two different groups of people to stand at the bottom of a hill and use words and pictures to describe the steepness of the hill.

In the first group, the people were standing alone, judging the steepness of the hill. In the second group, the people were each standing with a friend, judging the steepness of the hill. And guess what the scientists found? The people who looked up at the hill with a friend thought the hill looked less steep and tiring than the people who looked at the hill alone, without a friend.



You may need to help the students get started on this question.

- Use a team huddle and **Random Reporter** to ask:

What does this experiment tell us about friendship? Why would a hill look less steep if you were looking at it with a friend than if you were looking at it alone?

Maybe because you feel happier if you are with a friend, so you feel more confident. Sometimes challenges are easier if you face them with a friend. Friends can make you feel more hopeful.

- Explain the second part of the experiment.

These same scientists did another similar experiment with a different group of people. This time, they asked individuals, not pairs of friends, to think of a really good friend and keep that person in mind—to make a mind movie of that person. Then with that person in mind, the individuals were asked to judge how steep a hill was. Scientists compared their answers with those of other people who were asked to keep in mind someone who had been mean or hurtful to them.

Now guess which group of people saw the hill as less steep and tiring—the people who were thinking about their good friends or the people who were thinking about the mean or hurtful person?

- Take a few guesses. The answer is the people thinking about their good friends saw the hill as less steep.
- Use **Buddy Buzz** to ask:

Why do you think the people just thinking about a friend would see the hill as less steep?

Expect similar answers as above.

- Summarize that not only do friends make us happy, make us laugh, and make life fun, but friends also make a big difference in how we feel when facing difficult situations.
- 3. Ask the students to brainstorm a wide range of feelings associated with friendship.

4 or 5 minutes

Identify friendship feelings.

Posting feelings on the Feelings Universe is a good job for the Cool Kid!

- Use **Buddy Buzz** to ask the students to think about how friends make them feel. Ask them to think about the experiments, and push for words beyond *happy*.
Happy, cheerful, confident, cared for, connected, optimistic, wanted, energetic.
- Consider teaching *connected* and *optimistic* in the context of friendship and the hill experiment.
- Discuss where the new feelings belong on the Feelings Universe, and post them.
- Use **Buddy Buzz** to ask for feelings you might have if you do not have a friend. Again, ask the students to think about the experiments, and push for words beyond *sad*.
Sad, lonely, gloomy, pessimistic, disconnected.
- Discuss where the new feelings belong on the Feelings Universe, and post them.

If your students will respond to the metaphor, you can say that we want our class to be one in which everyone has friends and every challenge, every hill, looks like one we can conquer.

- Remind the students of the team cooperation goal, everyone participates, and ask the students who have had Getting Along Together in earlier grades if they remember the classroom rule that reminds them to include one another at all times.

In our classroom, no one gets left out!

- Point to the sentence strip, and explain that in this classroom, everyone needs to belong and feel like he or she has a friend to help and encourage him or her.

Teamwork

7-10 minutes

Friendship worksheet

P

If necessary, define the word *qualities*.



Stop and Think

- Introduce the Differences Between a Good Friend and Not-So-Good Friend worksheet.
 - Explain that since friendship makes such a positive difference in our lives, we need to review what to do and what not to do to be a good friend.
 - Hand out the worksheet to each partnership, and ask the students to complete part 1 with their partners. The students can provide more than one answer to the questions. Project the worksheet if that is helpful to your students.
 - When partners have completed their worksheets, ask them to compare answers with their teammates, looking for similarities and differences.
 - Then ask the students to work together as a team to complete part 2 of the worksheet. They can use their answers from part 1 and from the team discussion to come up with five good-friend and not-so-good-friend qualities.
 - Use **Random Reporter** to have the students share one trait from each list. Chart their responses in two columns, qualities of a good friend and qualities of a not-so-good friend.
- Explore that it can be hard to be a good friend sometimes.
 - Explain that we all try hard to be a good friend all the time, but sometimes it is hard to do. We all forget to *stop and think* sometimes, and we find ourselves being the not-so-good friend. Explain that the students will play a Stop and Think Brain Game this week to help reinforce that skill.
 - Use **Buddy Buzz** to ask the students to share a time when it might be hard to be a good friend.

When you don't feel like waiting for a friend or helping a friend, when you feel jealous of a friend, or when you want to laugh at a friend.

 - Summarize that being a good friend is not always automatic; sometimes we have to work hard and *stop and think* about how to treat our friends. But being the best friend that we can be is worth it; we want the hills in our classroom to look like ones that we can all run right up!

Reflection

5 minutes**2 points****The Big Q:****How can facing a challenge be easier when you are facing it with a friend?**

Answers will vary, but themes should include that the challenge will seem less overwhelming or less steep. The friend will offer kind and encouraging words. The friend will try to help, etc.

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

- Explain that the Questions Brain Game is a good way to learn names and practice stopping and thinking before you act.
- As a discussion or journal question, ask the students what the difference is between a friend and just another person in the room with you (or use the word *acquaintance*).
- As a journal assignment, ask the students to pick one of the not-so-good-friend qualities and ask themselves, “How would I *stop and think* to remind myself not to act like that in a friendship situation?” To get them started, offer a personal example (e.g., if you really wanted to brag about winning a painting contest, you would think about how bragging might make your friend feel, try to button your lips, use self-talk, etc.). Review the stop and think strategies from unit 1 if necessary.
- To encourage your class to own and internalize the rule “No one gets left out,” ask the students to create a class poster and/or class pledge about the rule.
- Remember to look for opportunities to give the Cool Kid special jobs throughout the week.

For teacher review:

Summary of journal article. Schnall, S., Harber, K. D., Stefanucci, J. K., & Proffitt, D. R. "Social support and the perception of geographical slant." *Journal of Experimental Social Psychology* (2008).

This article describes two experiments through which researchers demonstrated that social support can influence visual perception. In other words, good friends can make a hill seem less steep!

In the first experiment, college students who were walking by a hill were asked to estimate the steepness of that hill. Half the participants were walking alone; the other half were walking with a friend. No one was asked to climb the hill; they were simply asked to look at it and assess its steepness. The study found that participants accompanied by a friend estimated the hill to be less steep when compared with participants who estimated the steepness of the hill alone. And the longer the pairs had been friends, the less steep the hill appeared.

In a companion study, individual participants who simply thought about a close friend while assessing the hill saw it as less steep than those who thought about either a neutral or a disliked person. The friend did not need to be physically present to influence perception and make the hill appear less steep.

The article summarizes the implications of these findings as follows:

"If social support, opportunities for emotional disclosure, and differences in hope, optimism, self-worth, and self-efficacy cause people to see challenges in a more moderate way, then people who enjoy these resources will live in a subjectively less demanding and less stressful world. Conversely, those deprived of such resources will live in a world where hills are steeper, distances greater, precipices deeper, and other kinds of physical challenges more daunting and demanding."



Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

Today your child began a six-week unit on friendship. Think about what your friends mean to you as an adult and what they meant to you as a child. As you know, friendships bring us joy and comfort. And as you also know, sometimes friendships can be complicated.

In this unit, the students will talk about why friends matter and how to be a good friend. They will also talk about what to do when problems come up between friends, such as when one friend wants to be in the popular crowd or when one friend has to compete against another. They will also talk about peer pressure among friends.

Here are a few ways that you can help your child think about these friendship lessons at home:

- Ask your child to tell you what his or her friendship strengths are. What makes him or her a great friend?
- Give your child a pat on the back or a high five when you see him or her being a good friend.
- Tell your child what you look for in a friend and why. What does your child look for?
- Share a memory from childhood when a friend really helped you.
- Share a memory from childhood when you and a friend had to work through a problem.
- If you see a character on TV being peer pressured by friends into doing something that he or she does not want to do, ask your child what he or she would do in that situation. What would you do?
- Did you ever have to compete against a friend? Was it difficult? Tell your child about that experience.

Thank you for your help with this unit.

Sincerely,

Your Fifth-Grade Teacher

Differences Between a Good Friend and a Not-So-Good Friend

Part 1

1. If you have some good news to tell, a good friend will _____.
_____.

A not-so-good friend might _____.
_____.

2. If you fail a test and a good friend gets a 100, that good friend will _____.
_____.

A not-so-good friend who gets a 100 might _____.
_____.

3. If some kids laugh at the way you run during kickball, a good friend will _____.
_____.

A not-so-good friend might _____.
_____.

Part 2: As a team, brainstorm answers for both lists.

Qualities of a Good Friend

- 1.
- 2.
- 3.
- 4.
- 5.

Qualities of a Not-So-Good Friend

- 1.
- 2.
- 3.
- 4.
- 5.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Klunk is a space alien who shows up in your fifth-grade classroom. She has never heard of the rule “No one gets left out.” She also has no idea how to make or keep a friend or why friends matter.

Using role-plays, help teach Klunk what she needs to know to be successful in your classroom!

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Who is a good friend for me? What kind of friend am 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 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 identify the qualities they look for in a friend and why and assess their own strengths and weaknesses as a friend.

ADVANCE PREPARATION

- Copy the two friendship quizzes, "What do I want in a friend?" and "What kind of friend am I?"—one of each per student. Make a copy of both for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson and the Big Q.
- Introduce the concept that choosing and being a friend requires thought and reflection.

Teamwork

- Ask the students to complete and debrief the Friendship Quiz: "What do I want in a friend?"
- Ask the students to complete and debrief the Friendship Quiz: "What kind of friend am I?"

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's two topics: What do I look for in a friend? And what kind of friend am I?
 - Explain to the students that today's lesson is a chance to learn something about themselves and ask some questions about themselves that they may not have considered before.
 - Announce the Big Q.

Big Q: A famous writer named Ralph Waldo Emerson once said, “To have a friend, you have to be a friend.” What do those words mean to you?

3 minutes**Introduce the concept that choosing friends and being a friend are thoughtful processes.**

2. Introduce the concept that friendships require thought and reflection about ourselves and others.
 - Remind the students that in the last lesson, they learned about the power of friendship to make our lives feel gentler, less steep, and less overwhelming. Everyone needs at least one good friend.
 - Provide an example like the one that follows to highlight that when making friends, it is useful to think about what we most look for in our friends and to understand why those qualities matter to us. Sometimes friendships can be tricky, and we end up being friends with someone who does not make us happy because that person does not have the top qualities that we really value.

When I was in fifth grade, there was a girl in our class named Desiree, and she was so funny. She made everyone laugh. I decided I wanted to be her friend because she seemed like such fun. Well, it turned out that Desiree was funny, but she was also unkind to lots of kids, including me sometimes. She also did not like to do any of the same things I did. If I had been able to stop and think about what I want and need in a friend, I would have realized that just being funny was not enough for me.

- Explain that in Teamwork, the students will look inside themselves and think about what they want in a friend and what they have to offer that friend.

Teamwork

7-10 minutes**Friendship Quiz: “What do I want in a friend?”**

1. Have the students complete the first Friendship Quiz: “What do I want in a friend?”
 - Hand out one quiz per student. Show the master copy on the overhead or whiteboard, and go over the directions as a class.
 - Have the students complete the quiz individually.
 - Have teams do a team huddle to share the qualities that they starred and why. Ask each team to write down the qualities that were starred by two or more teammates (i.e., which qualities did most people pick as most important).



If there is no overlap among prioritized qualities, ask teams to decide which two qualities they think are most important, and chart each team's response.

7-10 minutes**Friendship Quiz: "What kind of friend am I?"**

- Use **Random Reporter** to ask which qualities were chosen by two or more people on each team; chart the responses.
- When you have the list of the most popular qualities, ask teams to do a team huddle to answer the following question:
Why do you think these qualities were picked most often and considered the most important?
- Use **Random Reporter** to have teams share responses.
- Have teams do another team huddle to answer the following question:
Are there any important friendship qualities that are missing from this list?
- Use **Random Reporter** to have teams share responses. Add the responses to the chart.

2. Have the students complete the second Friendship Quiz: "What kind of friend am I?"

- Hand out one quiz per student. Show the master copy on the overhead or whiteboard, and go over the directions as a class.
- Ask the students to complete the quiz individually.
- Have the students look over their responses, and ask for a thumbs up if the quiz helped them think about themselves as a friend in a new way.
- Ask the students to share with teammates one quality from the quiz that they think makes them an especially good friend.
- Ask the students to look over their responses again and pick one friendship area where they think they could improve to be an even better friend. For example, someone might decide to brag less often or to tease less often.
- Ask the students to write their friendship goals in their journals and describe a time when they will have a chance to practice. For example:
My friendship goal is not to brag about how good I am at basketball in gym.
My friendship goal is not to tease my friend on the school bus.
- Tell the students that you will remind them to return to their journals in a week so they can write about their progress on their goals. Make a note to remind yourself to remind them!

Reflection

5 minutes**2 points**

The Big Q:

A famous writer named Ralph Waldo Emerson once said, "To have a friend, you have to be a friend." What do those words mean to you?

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 friendships in literature, encourage the students to evaluate the strengths and weaknesses of those relationships.
- Ask the students to do a poster or individual writing assignment using the Emerson quote.
- There are many friendship quotes on various websites geared toward children. Suggest that the students look for quotes that speak to them and use them as journal prompts or inspiration for art expression.

Friendship Quiz:

What do I want in a friend?

What qualities do you most want in a friend? Read the following qualities, and circle the ones that are most important to you.

Funny	Likes sports	Likes music
Fair	Kind	Laughs a lot
Popular		Has cool things
Lets me have other friends		Likes to be in charge
Loyal		Acts older
Good listener	Likes art	Talks a lot
Likes to read	Quiet	Smart
Teases a lot		Serious
Generous		Helpful
Cares about others		Likes to be in a big group
Has lots of other friends	Cheerful	Truthful

Now put a star by your *top three most important qualities*, and write them in the following spaces. Then tell *why* those qualities are so important to you!

1. _____ is an important friendship quality to me because _____.
2. _____ is an important friendship quality to me because _____.
3. _____ is an important friendship quality to me because _____.

Friendship Quiz:

What kind of friend am I?

1. I am a good listener.

Always **Sometimes** **Never**

2. I let my friends have other friends.

Always **Sometimes** **Never**

3. I brag about how good I am at something.

Always **Sometimes** **Never**

4. I talk about my friends behind their backs.

Always **Sometimes** **Never**

5. I will make fun of a friend if it will make other people laugh.

Always **Sometimes** **Never**

6. If I have a conflict with a friend, I try to find a win-win solution.

Always **Sometimes** **Never**

7. I notice if someone is alone and ask that person to join me.

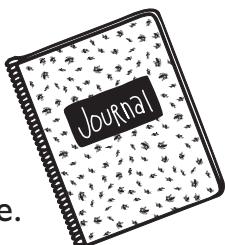
Always **Sometimes** **Never**

8. I apologize when I am wrong.

Always **Sometimes** **Never**

My Friendship Goal

Look over your answers to the “What kind of friend am I?” quiz, and think about one or two areas in which you could improve to be an even better friend. Write those goals in your journal, and tell what you will do to practice.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Cal has trouble keeping friends. Sometimes he brags, sometimes he teases in a mean way, and sometimes he won't let someone into the game and says the person isn't a good enough player.

Use “I” Messages (“I feel _____ when you _____ because it seems _____.”) to explain to Cal how these behaviors make his friends feel. Then show him some ways to be a really good friend.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

A Sticky Friendship Situation

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 explore a sticky friendship situation and the impact of using both win-win conflict solvers and stop and think strategies.

ADVANCE PREPARATION

- Have the book *Our Friendship Rules* by Peggy Moss and Dee Dee Tardif available. Consider putting the discussion questions on sticky notes on the corresponding pages. The pages are not numbered, so please number them yourself. **Note:** The book has wonderful illustrations, so do your best to show them to the students as you read.
- Have a card that says "Write friendship rules with your friend" available to add to the posted conflict solvers.
- Copy the Jenny and Alexandra's Friendship Rules worksheet—one per team. Make a copy of it for the whiteboard or overhead.
- Prepare a chart titled Suggested Friendship Rules.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson and the Big Q.
- Read and debrief *Our Friendship Rules*.

Teamwork

- Ask teams to write new friendship rules for Jenny and Alexandra.

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 theme: friendship situations can get tricky, so we need to use our stop and think skills.

- Explain that most of the time, our friends make us happy and make the hills in our lives feel less steep. But sometimes we have hard friendship situations, and sometimes we make mistakes.
- Explain that the class will read a book about just such a situation.
- Announce the Big Q.

Big Q: How would this story have been different if Alexandra had practiced stop and think strategies?

13-15 minutes

Read and debrief the book.

2. Read *Our Friendship Rules*.

- Remind the students to think about times when the main character, Alexandra, should have used Stop and Think as they listen to this story.
- Explain that this book mentions a lot of feelings. Ask one person on each team to keep a running list of every feeling that is mentioned in the book. After the lesson, the students can help you post any new feelings on the Feelings Universe.
- Read pages 1-11. Ask:

How do you think Jenny feels, watching Alexandra make all these changes to get noticed by Rolinda?

Confused, hurt, surprised, etc.

If Jenny were to talk to Alexandra using the longer “I” Message format, “I feel _____ when you _____ because it seems _____,” what do you think Jenny would say to Alexandra?

I feel confused/hurt when you act so differently around Rolinda because it seems like you don't want to be my friend anymore, or it seems like you want to be someone who is so different from me.

Maybe Jenny should have said that, but she didn't. Do you feel worried about Alexandra and Jenny's friendship? Why or why not?

Answers will vary.

- Read pages 12–16. Ask:

Alexandra says, "I bet you would have done the same thing if you were me." Would you? Why or why not?

Answers will vary.

Why do you think Alexandra feels a little sick to her stomach?

She feels guilty, she knows it is wrong to betray her friend and to lie, etc.

- Highlight that when Alexandra feels sick to her stomach, the feeling is a warning sign to her to *stop and think*. Say:

The problem is that Alexandra has other feelings besides guilt swirling around. What are they?

She feels excited that Rolinda is including her; she feels cool to be with Rolinda.

- Summarize that when we feel more than one feeling and we feel confused by those feelings, it is a big clue that we need to *stop and think* before we act.
- Read pages 17 and 18. Highlight the feelings words in the illustration: *mad, hurt, pained, and betrayed*.

Jenny has a number of feelings about Alexandra's behavior. Where would you say she is on the Feelings Thermometer with these different feelings?

Probably a 4 or a 5!

- Use **Buddy Buzz** to ask:

Tell your buddy how you would feel if your good friend told one of your most private secrets. Where would you be on the Feelings Thermometer with those feelings?

Call on one or two students to share responses.

- Read page 19. Have teams do a team huddle to discuss the following:

Alexandra has a real friendship dilemma! She does not want to lose her best friend. What would you suggest that she do to fix this problem?

- Use **Random Reporter** to call on a few teams to share responses.
- The students probably suggested that she apologize, talk it out using an "I" Message, or make amends somehow. If anyone suggested rewriting friendship rules, praise their perceptive predictions!
- Finish reading the book.

Make sure teams are keeping a list of all the feelings!

Refer the students to the posted conflict solvers for ideas.



Remember to add all the feelings words to the Feelings Universe, with student input, sometime after the lesson.

- Highlight that the girls came up with a new win-win conflict solver, which was to rewrite their friendship rules. Add the card that says “Write friendship rules with your friend,” to the collection of conflict solver cards that you already have. Remind the students that the girls used the conflict solver, apologize, as well.
- Summarize that this book is a great example of both a sticky real-life friendship problem and of how to use win-win conflict solvers to save the friendship.

Teamwork

7-10 minutes

Write the new friendship rules.



- Ask teams to imagine and write down what the girls’ new friendship rules are.

- Explain that the author does not tell us what the new rules are, but she gives us some hints.
- Hand out the Jenny and Alexandra’s Friendship Rules worksheet, one per team.
- Show the whiteboard or overhead version, and read it as a class.
- Ask teams to brainstorm three or four new rules that they think the girls probably added to their friendship rules.
- Use **Random Reporter** to ask teams to share responses. Chart all responses as “Suggested Friendship Rules.”

Possible answers include:

- Do not suddenly ignore or leave out your friend.*
- Always keep a friend’s secret.*
- Do not talk behind your friend’s back.*
- Do not lie about your friend.*
- You can be friends with someone else without being mean to your best friend.*
- Be yourself.*
- Talk out your feelings with your best friend.*
- If your friend makes a big mistake and apologizes, accept the apology, and give him or her another chance.*
- Anybody can play with us.*

Note: The author gives a hint about this last rule; praise great listeners/focusers who got the hint. Also connect this last item to the classroom rule “No one gets left out.”

- Summarize this activity by saying that this book suggests a lot of good rules for friendship that we might want to consider in class.

Reflection

5 minutes

2 points



The Big Q:

How would this story have been different if Alexandra had practiced stop and think strategies?

She would have used self-talk or breathing to stop herself from saying hurtful words. She would have taken a break from Rolinda. She would have stopped herself and not shared the secret. She would have stopped and thought about how Jenny feels sitting alone on the bus. She would have stopped and thought about what might happen next if she says cruel things about her best friend. She would have stopped and thought about how Jenny would feel if she knew Alexandra had told her secret.

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

- Invite some students to illustrate the new conflict solver card, write friendship rules with your friend.
- The book's title, *Our Friendship Rules*, can have a few different interpretations. Consider asking the students to discuss or write about different ways to interpret the title. Also, the book has unique and compelling illustrations. Consider inviting the students to discuss or write about how the illustrations enhance the message of the book.
- Invite the students to design a poster of the Suggested Friendship Rules chart that you made during Teamwork.

Jenny and Alexandra's Friendship Rules

1. Never make a puppet out of your friend's clothes without asking.
2. It's OK to get mad at your friend. It is OK to shout. It's OK to cry. It's not OK to throw a milkshake at her.
3. **IMPORTANT:** It's easier to find a new favorite shirt than a new best friend.

Their New Rules

- 4.
- 5.
- 6.
- 7.
- 8.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

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- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Check the suggestion box, and consider how to introduce all relevant suggestions.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Terrell and P. J. have always played soccer together at recess. A cool new boy named Ray joins the class, and lots of the boys want to be his friend. Ray thinks soccer is a dumb game, and one day P. J. tells Terrell that he agrees with Ray; soccer is dumb, and he is hanging with Ray now.

How do you think Terrell feels? What “I” Message could he give? What mixed feelings does P.J. probably have? If P.J. uses his Stop and Think skills, what will he do differently?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Winning and Losing with Friends

Getting Along Together Routines

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

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

Brain Game: Play No Frown and You Don't Sit Down 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 explore the mixed feelings caused by competing against a friend and will identify and practice strategies for winning and losing appropriately.

ADVANCE PREPARATION

- Copy the Trayvon and Luis worksheet—one per team. Also have a version to use on the whiteboard or overhead so you can review the worksheet as a class.
- Be ready to chart how to win (so your friends want to play with you again!) and how to lose (so your friends want to play with you again!).
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson and the Big Q.
- Use a real-life example to explore potential issues that can arise when competing against a friend.
- Explore feelings related to competing against a friend.

Teamwork

- Ask teams to complete the worksheet on appropriate ways to win and lose.
- Ask teams to practice good winning and losing behaviors by playing Rock, Paper, Scissors, and debrief the activity.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Introduce the lesson and the Big Q.

- Introduce the lesson theme of winning and losing, and announce the Big Q.

- Explain that last week the students explored a sticky friendship dilemma in which one friend hurt another friend's feelings. This week they will explore another possible sticky friendship dilemma: competing against a friend.
- Announce the Big Q.

Big Q: What are two ways to be a good winner and two ways to be a good loser?

3 minutes

Explore competing against a friend.

- Explore issues related to competing against a friend.

- Explain that in professional sports, many of the athletes are good friends. Have teams do a team huddle to think about what it might be like to compete against a good friend. Offer an example, such as the following:

Two famous basketball players, LeBron James and Dwayne Wade (D-Wade) are really close friends. They are now on the same team, but they used to be on different teams and sometimes played against each other. What if D-Wade played really well one day and blocked all of his friend LeBron's shots? D-Wade scored 40 points and was the hero of the game while LeBron missed almost every shot and looked really bad on the court.

What friendship problems could this situation cause for these two friends?



- Give the teams a few minutes to discuss, and then use **Random Reporter** to have teams share responses. Remind the students that there is no right answer.

LeBron might feel jealous of D-Wade that day and, at the same time, feel happy that his good friend is playing well. LeBron might make excuses for why he is not playing as well as D-Wade. LeBron might feel humiliated or embarrassed. D-Wade might feel sorry for LeBron but glad that he played well. Or maybe neither of them would care how the other person played and just think about his own performance.

- Summarize that competing against friends can be complicated!

3 minutes**Explore feelings related to competing against a friend.**

- Explore feelings related to competing against a friend.

- Go over to the Feelings Universe, and ask:

If you beat a really good friend in a spelling bee or a sports competition, what are some feelings that your friend might have?

My friend might be jealous, mad, annoyed, embarrassed, or humiliated that he or she lost. Also, he or she may be happy for me because I did well. My friend might feel confused by having more than one feeling.

- Add any new feelings words to the Feelings Universe, especially *jealous* if it is not already there. Say:

Feeling jealous is an uncomfortable, unhappy feeling, and it can be confusing to feel jealous of someone we really like. It can be confusing to know that we should be happy for a friend but also to wish that we were the one who had won the contest.

- Remind the students that it is normal to occasionally feel jealous of a friend, but we cannot let jealousy guide how we act. When we feel jealous or feel confused because we have more than one feeling, that is a big clue that we need to *stop and think* before we say or do something we regret.

10 minutes**Teams discuss and complete the worksheet.**

Teamwork

P

- Ask the students to identify behaviors of both winners and losers that can help and hurt a friendship.

- Explain that when people compete against a friend, how they act when they win or lose can affect whether that friend will want to play a game with them again. Say:

Raise your hand if you have ever played a game with a poor loser, or a sore loser.

Raise your hand if you have ever played with a poor winner, someone who shows off or brags in a mean way when he or she wins.

- Hand out the worksheet, and show a version on the overhead or whiteboard.
- Ask the students to imagine a situation in which Trayvon and Luis, two good friends, are playing a game. Trayvon wins; Luis loses.
- Ask teams to do a team huddle to complete the worksheet. You may need to give an example to get them started. If so, ask:

If a winner brags a lot, how does that make the loser feel about the winner? Or if a loser claims that the winner cheated, how does that make the winner feel about the loser?

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



- Chart the student responses in two columns. If the students do not identify the following key points on their own, draw them out, or teach them:

How to Win (So Your Friends Want to Play with You Again!)

- Tell the person who lost, “Good try,” and/or “It was close,” etc.
- Use a kind tone of voice.
- Don’t brag.
- Celebrate appropriately.
- Don’t make fun of the person who lost.
- Think about how you would feel if you lost.

How to Lose (So Your Friends Want to Play with You Again!)

- Congratulate the person who won.
- Use a pleasant tone of voice, smile, and look the winner in the eye.
- Don’t whine or complain.
- Don’t accuse the winner of cheating.
- Don’t say it wasn’t fair.
- Don’t let jealousy be the boss of how you act; stop and think.
- Use positive self-talk to help yourself feel better; for example, tell yourself you might win next time, or think about a time when you did win, etc.

5 minutes

Play a game to practice how to win or lose. If you are short on time, you can do this activity another time, using the charts for reference.

2. Practice the identified winning and losing behaviors.

- Ask the students to get into pairs within teams.
- Ask each pair to play five rounds of Rock, Paper, Scissors and to keep track of who won the most rounds. The winner of the most rounds wins the game.
- The winners then model the appropriate good-winner behaviors and the losers model the appropriate good-loser behaviors. Circulate, and highlight good examples of both.
- When everyone is finished, ask the winners and losers to evaluate their own winning and losing behavior based on the behaviors listed on the charts.
- Use **Random Reporter** to ask the winners to discuss with their teammates:
What is the hardest part about being a good winner?
- Use **Random Reporter** to ask the losers to discuss with their teammates:
What is the hardest part about being a good loser?

Reflection

5 minutes**2 points****The Big Q:****What are two ways to be a good winner and two ways to be a good loser?****Note:** Cover up the How to Win and How to Lose charts.

To be a good winner: celebrate appropriately, compliment the loser, don't make fun of the person who lost. To be a good loser: congratulate the winner, don't say it isn't fair, use positive self-talk, etc.

Home Connections

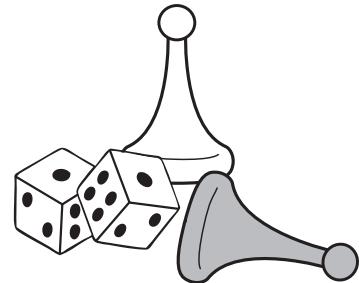
Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Consider having occasional games or competitions between partners and friends to offer an opportunity for the students to practice the winning and losing behaviors addressed in this lesson.
- If some of the Brain Games have winners and losers, take that opportunity to reinforce the behaviors addressed in this lesson.
- Consider asking the students to share their How to Win and How to Lose lists with the physical education teacher, and encourage him or her to highlight and celebrate appropriate behaviors.
- Invite the students to design a poster inspired by the How to Win and How to Lose charts.

Trayvon and Luis

Trayvon and Luis, two good friends, are playing a board game. Trayvon wins, and Luis loses. With your teammates, help Trayvon win in a way that will make Luis want to play with Trayvon again. And help Luis lose in a way that will make Trayvon want to play with Luis again!



Trayvon, here is how to win (so your friend Luis will want to play with you again!):

1.

2.

3.

4.

5.

Luis, here is how to lose (so your friend Trayvon will want to play with you again!):

1.

2.

3.

4.

5.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

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- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Zeke and Rhonde are good friends. One day Zeke beats Rhonde three times in a row in basketball. Zeke shouts out, "I am the greatest! That's three losses for you, Loser Boy!" Rhonde says Zeke probably cheated and it is a dumb game anyway.

Do a role-play to help Zeke and Rhonde learn to be a better winner and loser so they can stay friends.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Think it through, it could be you! “In or Out, Ricardo?”

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 use consequential thinking to identify and evaluate possible responses to a situation in which one friend pressures another to make a poor choice.

ADVANCE PREPARATION

- Find the video called “In or Out, Ricardo?” on the GAT 2nd Edition DVD. Play the video ahead of the lesson to be sure it works and so you know the situation.
- Copy the “Think it through, it could be you!” sheets—one per team.
- Prepare a large version of the “Think it through, it could be you!” sheet for the whiteboard or overhead on which you can record team responses.
- Be ready to post some new feelings words.
- Make sure the students have access to their Getting Along Together Strategy Cards.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson and the Big Q.
- Explore the challenges of peer pressure.

Teamwork

- Play the video “In or Out, Ricardo?”
- Ask teams to use the “Think it through, it could be you!” sheet to debrief the video.

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 theme: friendship and peer pressure.

- Explain that the students have been talking about some sticky friendship situations, such as hurt feelings between friends and the challenges of competing with friends.
- Explain that today is a “Think it through, it could be you” video lesson. The students will talk about how to respond when a friend wants them to do something they do not want to do.
- Announce the Big Q.

Big Q: Henry Ford, who invented the Ford car, once said, “My best friend is the one who brings out the best in me.” As you think about today’s lesson, what does that quote mean to you?

2 or 3 minutes

Explore peer pressure.

2. Explore the challenges of peer pressure.

- Explain that most of the time, our friends include us in positive activities, but sometimes they pressure us to do something we do not really want to do. Explain that the term for that dilemma is sometimes called *peer pressure*.
- Offer a personal example, such as:

I remember being in fifth grade, and a girl in my class whom I really liked asked me to draw on the bathroom wall with her. I felt so torn between wanting to please my friend and not wanting to break the rules.

- Ask if anyone has other examples from books, movies, or real life of one friend encouraging another friend to make a poor choice. Take a few responses.
- Summarize that all these situations between friends highlight again that friendship can sometimes be complicated! And when something is complicated, we need to remember to *stop and think before we act*.
- Explain that the students will watch and discuss a video about a peer pressure situation between good friends.

Offer any example that will resonate with your class.

20 minutes

View and debrief video.



Teamwork

1. Give each team a “Think it through, it could be you! In or Out, Ricardo?” sheet.

2. Show the video “In or Out, Ricardo?” See the following video synopsis for your information:

Flash, Ricardo, Mona, and Tasha are all on the playground. Danny shows up and pressures Ricardo to steal candy from the counselor’s candy bowl. Ricardo hesitates because he is reluctant to steal, but in the end, he gives in to Danny’s pressuring and agrees to participate.

3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you! In or Out, Ricardo?” sheet. Use **Random Reporter** to have teams share responses. Chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead or whiteboard.

1. Ricardo is feeling pressured by Danny to steal the candy, which he does not want to do. But he also does not want to disappoint Danny.

2. Ricardo feels worried, pressured, guilty, etc.

3. Danny does not seem worried at all. Flash, Mona, and Tasha seem to feel worried too.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then have teams write that solution in the solution 1 box.

Ricardo agrees to steal even though he does not want to.

Poor/thumbs down.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use **Random Reporter** to obtain answers from a few teams. Chart a few team responses on the master “Think it through, it could be you!” sheet.

Ricardo might get caught and get in big trouble. Or he will be worried for days about what he did, even if he does not get caught. Or his other friends might stay away from him.

6. Have teams do a team huddle to brainstorm and complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible thinking skills to identify more than one way that the problem could be solved. Use **Random Reporter** to obtain answers from a few teams. Chart a few team responses on the master “Think it through, it could be you!” sheet. For example:

Solution: Ricardo could try talking it out with Danny and explaining why stealing the candy is not a good idea.

Consequence: Danny might agree, or Danny might say Ricardo is no fun, a loser, etc.

Solution: Ricardo could get help from Mona, Flash, and Tasha.

Consequence: Danny might listen to the four of them together.

Emphasize that there is no right or wrong answer.



Encourage teams to consider the various tools for teamwork, especially those on the Getting Along Together Strategy Cards.

Solution: Ricardo could say he has to go do something else right now and take a break from the group.

Consequence: Ricardo would not have to participate, and/or Danny might decide not to do it.



7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.
8. Have teams do a team huddle to answer the following debriefing questions. Use **Random Reporter** to call on a few teams for each question.

Do you think Danny is being a good friend to Ricardo? Why or why not?

If you were standing there listening to this conversation, would you try to help Ricardo? What would you do?

Why is it sometimes so hard to say no to a friend even if we know that what the friend is asking us to do is not a good idea?

When a friend wants us to do something that we do not want to do, what feelings does that situation cause?

Add any new feelings to the Feelings Universe.

9. Summarize the lesson:

Most of us will feel peer pressure at some time. Peer pressure causes us to have more than one feeling at once; we do not want to disappoint our friend, but we also do not want to do something we regret. When we have mixed feelings like those, that is a big clue that we need to stop and think before we act to make the best win-win decision that we can.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues in a win-win way.

Reflection

5 minutes

2 points



The Big Q:

Henry Ford, who invented the Ford car, once said, “My best friend is the one who brings out the best in me.” As you think about today’s lesson, what does that quote mean to you?

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

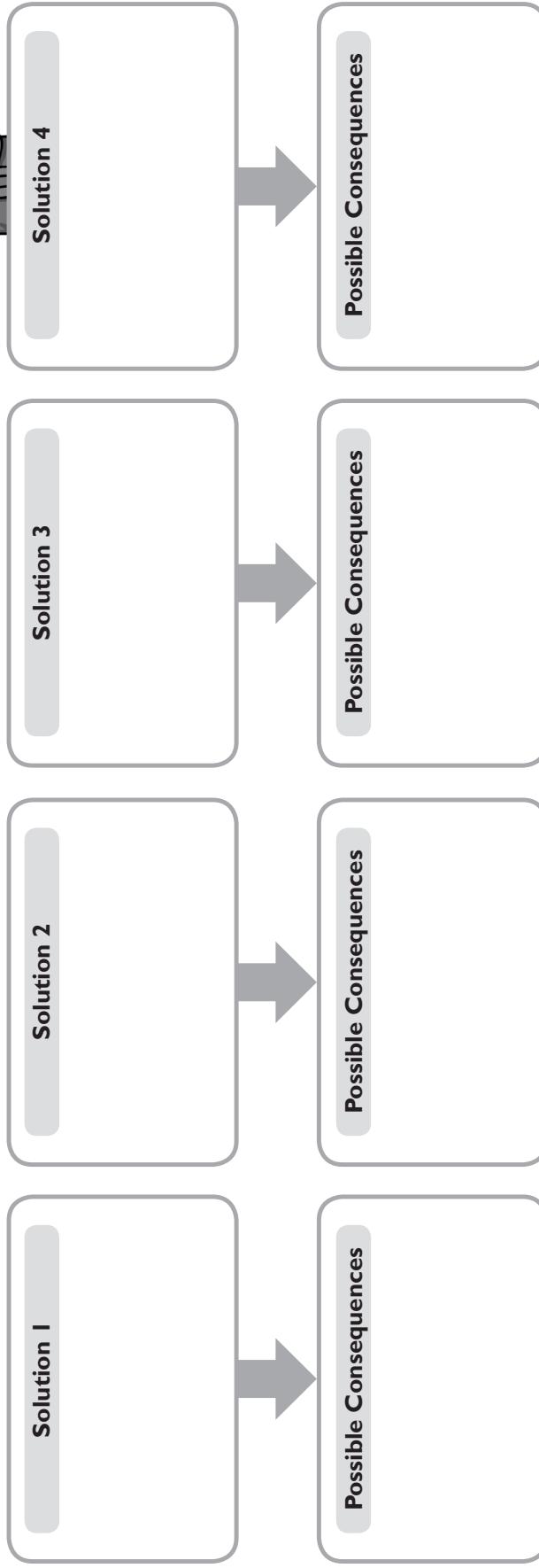
- As you encounter examples of peer pressure in literature, movies, etc. ask the students to brainstorm alternatives to bowing to the pressure.
- Give the students a writing prompt such as “My friend asked me to draw some funny pictures on the new playground bench with permanent marker. And so I...”



Think it through, it could be you!

“In or Out, Ricardo?”

1. What is Ricardo's problem?
2. How does Ricardo feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Ricardo do to solve this problem?



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Keya, Dakota, and Shyra are all good friends. One day Dakota says to Keya, “Hey, come with Shyra and me to write on the new bathroom doors! We thought of some really funny things to write!”

Role-play a few different ways that Keya could handle this situation. Ask the students to predict or role-play what might happen next in each of those possible solutions. What is the best win-win solution?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Celebrating Friendship

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 celebrate the power of friendship and create an environment where friendships are nurtured and flourish.

ADVANCE PREPARATION

- Copy and cut out the How Friends Make Us Feel worksheet—one per team. Be ready to chart team responses.
- Prepare the list of friendship qualities for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson and the Big Q.
- Explore the power of friendship and the importance of a friend-centric classroom.

Teamwork

- Ask teams to complete the How Friends Make Us Feel worksheet, and debrief.
- Ask teams to brainstorm ways to spark positive friendship feelings among their classmates.
- Ask the students to set classroom goals for making their classroom even friendlier and more conducive to making and keeping 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 theme of celebrating friendship, and announce the Big Q.

- Explain that over the last few weeks, the students have been exploring some of the complicated situations that can come up between friends. They will end the unit with a celebration of friendship in their classroom.
- Announce the Big Q.

Big Q: How do each of the team cooperation goals help to make our classroom a place where friendships can grow stronger and deeper?

3 or 4 minutes

Explore the power of friendship.

2. Revisit the positive impacts of friends and friendship.
 - Remind the students that when the friendship unit began, they learned about the steep-hill experiment and how friends make challenges feel less overwhelming.
 - Ask the students if they have any recent examples to share of how a friend made a hill feel less steep. Share an example of your own if you can.
 - Explain that all of us benefit from being and having friends. Some of us have one friend; some have many. Some like to be with friends some of the time; some like to be with friends all the time. Some of us like to be alone every now and then; some of us never want to be alone. Summarize by saying:

While we each have different ways of having and being a friend, one fact is true: everyone wants the chance to have and be a friend. We want our classroom to be a place where friendships grow and thrive.

Teamwork

5–7 minutes

How Friends Make Us Feel worksheet

If necessary, explain that today the students are focusing on the positive feelings of friendship, which are the way friends make us feel most of the time. Acknowledge that occasionally we all have friendship dilemmas, but for the most part, friends bring joy.

If time allows, consider allowing the students to use a thesaurus to broaden their vocabulary!



5–7 minutes

Team huddle about sparking positive friendship feelings

1. Ask teams to complete the How Friends Make Us Feel worksheet.

- Go over to the Feelings Universe. Ask the students to think about the friendship experiment and also what their own friends mean to them. Then ask them to identify some of the words in the Feelings Universe that describe how our friends make us feel.

Confident, connected, wanted, optimistic, supported, liked, appreciated, etc.

- Explain that those are some great words to describe how friends can make us feel, and there are even more words to describe the power of friendship.
- Pass out a How Friends Make Us Feel worksheet to each team, which they will complete in a team huddle. Ask teams to dig deep into their vocabulary banks and come up with ten creative words to describe how friends make us feel. They can take some words from the Feelings Universe, but they should come up with others on their own. Remind them to think about their own experiences with friends and the experiments that they have discussed.
- Use **Random Reporter** to ask teams to share responses, and chart the full list of words on the board under the heading How Friends Make Us Feel.

2. Ask teams to plan ways to spark these positive friendship feelings in the classroom.

- Pick some of the more powerful words on the list, and assign one to each team. For example, give one team *connected* and another team *appreciated*, etc. If you prefer to give some teams the same word, that is fine.
- Have teams do a team huddle to think of three ways that they could make another person in their class feel that feeling. For example, if a team has the word *connected*, they could say:

Include or join someone who is alone.

Share with someone.

Use active listening so your friends feel that you care about what they have to say.

- Use **Random Reporter** to have teams share their ideas. Chart the ideas next to the appropriate feelings word.

3. Ask teams to set a friendship goal for their class.

- Explain that your class is already a place that encourages friendships to grow, but all of us can always do better.
- Have teams do a team huddle to think of one goal that the whole class could work on to make their classroom a place where everyone has a friend and feels supported by and connected to everyone else in the class.
- Explain that to help the students choose a goal, you will show a list of friendship qualities on the overhead or whiteboard. Teams should look at the list and choose one quality in which they think their class as a whole could improve to make their classroom a place where everyone has a friend and feels supported and connected.

5 minutes

Consider a class friendship goal.



- Give teams a few minutes to come up with their goals. Ask teams to write down their suggested goals and give them to you to save for the next Class Council.
- In the next Class Council, present the different suggested goals. The class can either choose one goal, or they can agree to work on one of the goals over a few weeks. As the weeks pass, take every opportunity to celebrate progress on the goal(s).

Reflection

5 minutes

2 points



The Big Q:

How do each of the team cooperation goals help to make our classroom a place where friendships can grow stronger and deeper?

Answers will vary. Make sure the students touch on all five team cooperation goals: practice active listening, explain your ideas/tell why, help and encourage each other; complete tasks, and everyone participates. Take the opportunity to highlight the especially close connection between being a good listener and being a good friend, the power of kind words, and the importance of inclusion.

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 you see someone exhibiting a good-friend behavior, highlight and celebrate it!
- As you encounter characters in literature or real people in social studies who face some challenge or adversity or who have some personality quirks, ask the students to consider what they could do or say to be a friend to that person. Or think of a TV or movie character with whom the students are familiar who is different or unfairly unpopular, and ask the students what they would do to be a friend to that person.
- Ask the students why playing Focus Brain Games when talking about friendship is useful. Why do people with good focusing skills make good friends?

How Friends Make Us Feel

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



How Friends Make Us Feel

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Kind

Generous

Never teases in a mean way

Loyal

Fair

Truthful

Good at sharing

Keeps hands to oneself

Good at listening

Gentle

Polite

Will say “I’m sorry.”

Asks questions

Includes others

Waits for a turn

Helps and encourages others

Patient

Understands the rule “No one gets left out”

Gives compliments

Uses a kind voice

Never talks behind someone’s back

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Present the suggested goals (from lesson 6) for making the classroom a place where everyone has a friend and feels supported and connected. Discuss the choices, and choose a goal. If the students like more than one goal, choose a different one over the next few weeks.
 - 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.

There are three new students in your class, and today is their first day. They want to make friends with one another and with the rest of the class.

Role-play what the new students can do to begin to make friends and what the rest of the class can do to help them feel welcome and included.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Brain Workouts

Overview

There are four brain workouts interspersed throughout the curriculum, allowing for periodic review and practice of each of the four cognitive-regulation skills: self-control, focusing, memory, and cognitive flexibility.

The lessons are called brain workouts to highlight the role of practice in strengthening the students' competency in each of these areas. Just as their muscles get stronger with physical exercise, their brain muscles get stronger with mental exercises. These lessons complement the Brain Games, which also offer opportunities for practice and improvement in each of the four skill areas. By playing the Brain Games a few times a week all year and by having a more intense and explicit lesson on each of the four skills, the students will develop awareness of their own strengths and weaknesses in those areas and improve over the course of the year.

The brain workout lessons are as follows:

- Brain Workout #1: Stop and Think Practice
- Brain Workout #2: Focus Practice
- Brain Workout #3: Memory Practice
- Brain Workout #4: Cognitive Flexibility Practice

Outcomes

Students will:

- use self-control techniques to meet the demands of a 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;
- use multiple strategies to sustain attention on a task;
- ignore distractions when doing 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 or chunking, and note taking;
- remember and manipulate information in memory;
- utilize a variety of effective strategies to remember and follow directions;

- use active-listening skills to take in, retain, and access information;
- switch attention easily from one task to another or from one part of a task to another when appropriate; and
- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives.

30 minutes

BRAIN WORKOUT #1



Stop and Think Practice

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 review and practice strategies for self-control (called stop and think skills) and assess their own progress in that cognitive area.

ADVANCE PREPARATION

- Make sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Be sure that the students have access to their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- Have the deck of Brain Game Cards available.
- Have a piece of chart paper titled Times in School We Can Use Stop and Think 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

- Introduce the concept of brain workouts, and announce the Big Q.
- Review the stop and think skills and the related Brain Games.
- Use the GAT Strategy Card to review the stop and think strategies.

Teamwork

- Introduce a team game to practice waiting and not interrupting.
- Teams brainstorm times in school when the stop and think skills are critical.
- Introduce the stop and think journal assignments.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the lesson, and announce the Big Q.

1. Introduce the concept of brain workouts, and announce the Big Q.

- Hold up the deck of Brain Game Cards, and ask the students what they are and why the students play them.

They are Brain Game Cards. We play the games to practice focusing, stop and think, memory, and flexible-thinking skills.

- Point to the Train Your Brain! poster under the Tools for Teamwork, and explain that in addition to practicing these skills with Brain Games, the students will also have occasional brain workouts in which they will take their brains to the gym and practice getting stronger in one of those four skill areas. Today's lesson is a stop and think brain workout.
- Announce the Big Q.

Big Q: How do students with good stop and think skills help their teams more than those with no stop and think skills? Give two examples.

2 minutes

Review the Stop and Think Brain Games.

2. Briefly review the stop and think skills and the related Brain Games.
 - Remind the students that stop and think skills are about having self-control, being in charge of our own bodies, and stopping and thinking before we act instead of doing something quickly and without thought.
 - Remind the students that stop and think skills prevent us from interrupting, not waiting for a turn, grabbing, pushing someone, and saying something mean in anger or frustration.

- Use **Buddy Buzz** to ask the students to name some of the Stop and Think Brain Games and how they help the students practice those skills.

1, 2, 3, Don't Interrupt Me; Don't Break the Sugar Bowl; The Pickler; and One Back. In these games, you have to control yourself so you do not talk, laugh, or do the wrong motion.

2 or 3 minutes

Review the GAT Strategy Card.



3. Briefly review the stop and think strategies.

- Ask the students to get out their GAT Strategy Cards.
- Display the strategy card on the overhead or whiteboard..
- Remind the students that stop and think strategies prevent us from interrupting, not waiting for a turn, grabbing, pushing someone, or saying something mean in anger or frustration.
- In partnerships, have the students read each strategy and define it together. Circulate and clarify definitions as necessary.

Teamwork

5–7 minutes

Team game to practice stop and think skills



You can ask for words with three or more syllables if you think two is too easy.

1. Practice two critical stop and think skills, not interrupting and waiting your turn.

- Remind the students that one big part of stopping and thinking is being able to wait your turn and not interrupt.
- Explain that teams will practice taking turns and not interrupting while playing a game in which the students have to list as many words as possible that start with the letter *d* and have two or more syllables (e.g., *dancer, drinking, December*). The rules are that only one person may speak at a time, and everyone must take turns.
- Appoint stop and think monitors on each team. Their job is to write down their team's list of words. They can only write down those words given by teammates who waited their turn and did not interrupt!
- Explain that the teams with the longest lists after 1 or 2 minutes (use your discretion for how long to play) win, and they earn either team points or a prize, whichever works best in your class.
- After determining the game's winners, use **Random Reporter** to debrief the activity by asking:

What strategies did your teammates use to wait for a turn or keep from interrupting?

5 minutes

Broaden the definition of Stop and Think.

2. Ask the students to broaden the definition of Stop and Think to include other ways to use this skill in school.

- Use a team huddle to think of two other examples of when students need stop and think skills in school. Encourage teams to look again at their GAT Strategy Cards to get clues about what kinds of challenges might require those strategies.



5–7 minutes

Journal assignment

- You can provide your own example, such as:

Yesterday someone took the parking space that I had clearly been waiting for. I was so mad that I wanted to lean on the horn or yell at the person! But I used deep breathing and counted to ten, and so I did not do something I would regret.

- Use **Random Reporter** to call on each team to share one example from their list. Record the responses on a chart titled Times in School We Can Use Stop and Think. Responses will probably be similar to the following:

When I want to grab the best basketball; when I want to tear up my math paper; when somebody says something that makes me mad and I want to yell back at the person; when I want a drink right away but there is a long line at the water fountain.

3. Introduce the stop and think journal assignment.

- Ask the students to get out their journals and review what they wrote after unit 1, lesson 3, in which they were asked to:
 - Choose one time during the day when you have difficulty using Stop and Think to stay calm and in control (e.g., when you are waiting in line, when you want to blurt out an answer).
 - Pick three stop and think strategies that you can use to stay calm and in control (e.g., taking deep breaths, going for a walk, closing your eyes, using self-talk).
- Ask them to think about how they are doing with that goal and then share with their team (taking turns) what their goal was and how they are doing. Did they improve? If so, how and why?
- If the students feel that they have made good progress with their goals, ask them to pick another time when having self-control is hard for them. They can look at your chart or think of another time that is relevant to them. For example, they might choose waiting quietly in line, not calling out an answer, keeping hands to themselves, or keeping their temper. Ask the students to write their goals in their journals.
- Have partners brainstorm one or two strategies that could help each teammate with his or her respective goals and note those in their journals.
- If time remains, give a journal assignment with the following sentence starter: I feel proud of myself! One stop and think skill in which I have really improved is _____. Some strategies that helped me are _____.
- Ask the students to fill in the blanks and describe their strategies.

Remember to check in with the students in a few weeks to see how they are doing with their goals. In Class Council, ask how the class in general is doing with Stop and Think.

Reflection

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

How do students with good stop and think skills help their teams more than those with no stop and think skills? Give two examples.

Answers will vary.

Home Connections

Pass out a Parent Peek letter for each student to take home. This paper outlines the main ideas that will be taught in each of the brain workouts throughout the year.

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

- Be ready to ask the class whether a particular character in literature has good stop and think skills, and if not, what strategies would they suggest for that character? Or give the following journal assignment: Pick a character from a book or movie who really needs to learn to stop and think before acting. Why did you pick that character, and what strategies would you want him or her to try?
- As time allows, give the students opportunities to practice waiting quietly, maybe increasing the time of the waiting period over the school year. Debrief after each practice, asking the students to share their strategies.
- If you notice that a student clearly exhibited self-control (maybe in a time of frustration or an unfair situation), highlight that behavior for the class (or in a smaller group, depending on the student's personality), and ask the student what strategy he or she used.
- Since the students just completed the friendship unit, ask them to discuss or write about how good stop and think skills could be helpful in a friendship situation.
- Invite the students to make up a Stop and Think cheer or rap.



Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

During Getting Along Together, your child gets lots of practice working on four skills that are important for learning: focus, self-control, memory, and flexible, creative thinking. Some of that practice comes from playing fun Brain Games. Ask your child what some of his or her favorite games are!

Your child also practices these skills with brain workouts. Brain workouts are occasional lessons that emphasize the need to exercise our brains to get stronger skills the way we exercise our bodies to get stronger muscles. Each lesson focuses on one of the four cognitive-regulation skills.

Today our class had the first brain workout practicing stop and think, or self-control skills. The students reviewed strategies to help them wait patiently, not interrupt, keep hands and words to themselves, and other self-control behaviors that are important for the classroom and for life. In the weeks ahead, your child will have brain workout lessons on focus, memory, and flexible thinking.

One important way that you can help at home is to ask your child how he or she is doing in each of those four areas. If one area needs more practice, help your child practice in the following ways:

Stop and think: Ask your child to explain to you and the family what it means to stop and think and why it matters. As a family, make a game of practicing not interrupting at meals, and challenge each other. If you have four or more people to play, have your child teach your family 1, 2, 3, Don't Interrupt Me!

Focus: Listen to music very closely together, and try to identify all the different instruments and voices. Practice trying to focus on just one instrument at a time. How does it feel to be so intensely focused? Ask your child to teach you My Hat Has Three Corners or other Focus Brain Games.

Memory: On your way to the store, ask your child to memorize a list of eight to ten items that you need to buy. What memory strategies does your child use? Play What is Missing? or other Memory Brain Games.

Flexible thinking: Ask your child to teach you fun games that require flexible thinking: What's the Story?, Don't End That Word, and Unfortunately, Fortunately.

Thank you for your help.

Sincerely,

Your Fifth-Grade Teacher

30 minutes Brain Workout #1

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Review how the class as a whole is doing in the area of stopping and thinking. Make a stop and think goal if that would help your class.
 - 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.

The Raiders team is frustrated with Zachariah! He interrupts, grabs, and does not wait his turn.

Role-play the Raiders team before and after Zachariah uses his stop and think skills during reading class.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Unit 3: Empathy

UNIT OVERVIEW

Unit Focus

In this six-lesson unit, students will learn about the concept of empathy and how to recognize and respond empathically to the feelings of others. Students will learn three central skills to facilitate empathy: how to understand another person's point of view, feelings, and behavior; how to think of a time when they had a similar feeling; and how to show an empathic response. Being able to show empathy is critical for getting along with others, and research indicates that this skill is foundational to preventing bullying in later years.

Students will begin by learning to identify and differentiate varying points of view. *Point of view* is defined as the way that someone sees a situation. Students will learn that a person's point of view influences his or her feelings and behavior. They will then learn to relate to another person's feelings by thinking about a situation in which they have had a similar feeling. Lastly, students will identify practical ways to show empathy by doing or saying something to show that they care about the other person's feelings.

Unit Outcomes

Students will:

- identify the feelings, perceptions, and points of view of others;
- use cognitive-flexibility skills to identify different points of view in a situation;
- identify that other people may feel differently from themselves;
- use active-listening skills to elicit and understand the feelings and opinions of others;
- understand how feelings and behaviors influence each other;
- express emotions to others in effective ways;
- relate others' experiences to their own experience;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- identify effective and ineffective outcomes to conflict;

- participate as active and successful members of a team and community; and
- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives.

Books Used in Unit:

Henry and the Kite Dragon by Bruce Hall

Two Sides to Every Story

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 Switch It Up whenever time allows during the day/week. **Note:** Emphasize that this game helps the students practice switching from one set of rules to another, just as we need to switch from one point of view to another.

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 different points of view as the first step of empathy and understand that a person's point of view affects his or her feelings and behavior.

ADVANCE PREPARATION

Note: Before this unit, prepare a bulletin board or wall in your room to hang charts, sentence strips, etc. related to empathy. Display one of the following descriptions to inspire the students to think about a broader understanding of empathy:

Empathy is to think about other people's joys and sorrows, and care about them as if they were our own.

"Empathy is seeing with the eyes of another; listening with the ears of another; and feeling with the heart of another." —Alfred Adler

- Prepare sentence strips with the steps of empathy:
- Steps of Empathy:

Think about another person's point of view, feelings, and behavior; remember a time when you felt that way; and do or say something to show the person that you care about him or her.

Leave these steps posted throughout the unit, and save these empathy sentence strips for future units.

- Write the Big Q ahead of time; it is a bit longer than usual.
- Have a copy of the book *Henry and the Kite Dragon* by Bruce Hall available. **Note:** The book's pages are not numbered. Please number them ahead of time. Due to length, this book will be divided between two lessons.
- Copy the Point-of-View Debate Cards—one set of two cards per team.
- Prepare the Point-of-View Debate Cards for the overhead or whiteboard.
- 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 unit topic, empathy, and define the steps of empathy.
- Read *Henry and the Kite Dragon* to identify the two points of view in the story and to examine how point of view affects feelings and behavior.

Teamwork

- Have teams debate the different points of view expressed in the book.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the unit.

1. Introduce the new unit topic, empathy, and identify the steps of empathy.

Read the following questions, pausing between each while the students shake their heads yes or no.

Have you ever seen a friend cry and known just how he or she was feeling?

Have you ever seen a teammate answer a question wrong and remembered what it felt like to make a mistake in front of your friends?

Have you ever gotten hurt, and a family member comforted you?

Have you ever had a hard day at school, and a friend said some helpful and encouraging words to you?

Say:

If you have experienced any of these things, then you have experienced *empathy*!

Write the word "empathy" on the board.

Empathy is the topic of our new unit.

Post the sentence strips with the steps of empathy under the Tools for Teamwork.

Point to each of the steps as you explain.

Empathy is the ability to think about another person's point of view, feelings, and behavior; remember a time when you felt that way; and do or say something to show the person that you care about him or her.

Showing empathy is another tool in our tool box that helps us get along with our teammates. When we do or say something to show that we care about our teammates and can relate to what they are going through, our teammates know that we think they are important. Showing empathy will help our teams grow stronger!

Today we will read a book and focus on the first step of empathy: thinking about different points of view, feelings, and behavior.

1 minute

Announce the Big Q.

Big Q: A famous author, Harper Lee, once said, "You never really understand a person until you consider things from his [her] point of view."

Why do you think it would be helpful if both groups of kids in the story considered things from each other's point of view?

Note: Tell the students that they will listen to a story that will help them answer this question.

8 minutes

Read the book.

In the interest of time, you will skip some pages. Please read quickly to allow ample time for the debate during Teamwork. **Note:** Page 1 begins with "My name is..."

3. Read *Henry and the Kite Dragon* by Bruce Hall.

- Read page 1. Skip pages 2 and 3.
- Read pages 4 and 5. Skip pages 6 and 7.
- Read pages 8–11. Ask:

What unexpectedly happens to the kite as it is flying near the pigeon?

Some Italian boys start throwing rocks at the kite, and the kite rips and sinks to the ground.

How do you think Henry and the other Chinese kids feel about Tony and the Italian kids?

Henry and the Chinese kids probably feel annoyed or mad because the Italian kids are always causing trouble and tearing down their beautiful kites.

Discuss where among the planets any new feelings words should be placed, and add them to the Feelings Universe.

- Read pages 12–15. Ask:

What happens to the kite as it nears the pigeons again?

Tony and his friends reel the kite in and stomp on it.

What do Henry and his friends want to do?

Beat up the Italian kids.

- Read pages 16–21. Ask:

What happens before Henry and Grandfather Chin even try to fly the dragon kite?

Tony and his friends start throwing rocks again.

Where do Henry and his friends go?

They go to the park to settle the dispute.

- Read pages 22–27. Ask:

What do Henry and his friends realize once Grandfather Chin starts flying the dragon kite?

They realize that the kites have been scaring the homing pigeons that Tony and his friends care for, and sometimes the pigeons flew away and never came back.

Have the students give a thumbs up if the Chinese kids and the Italian kids have different points of view. Pause while the students give a thumbs up.

Ask:

What are the two points of view in this story? How do the two groups see things differently?

The Chinese kids want to fly their beautiful homemade kites, and they think the Italian kids are being mean by throwing rocks at them.

The Italian kids want to train their homing pigeons to fly home, and they think the Chinese kids are being mean by scaring the pigeons with their kites.

Note: Tell the students that you will finish the book in the next lesson.

Summarize the lesson:

- **Empathy is about understanding another person's point of view, feelings, and behavior.**
- **Your point of view affects your feelings and behavior. The perspective from which the two groups see the situation affects their feelings and actions in the situation.**
- **The Italian kids react by tearing down the kites, and the Chinese kids react by wanting to beat the Italian kids up. Both groups are reacting because of the way they see the situation and how they feel about it.**

Teamwork

15 minutes

Have a team debate.

1. Hold a team debate about the two differing points of view in the book.

- Tell the teams that they will debate the two points of view in the story. **Note:** If necessary, define what a debate is.
- Assign numbers on each team.

Have the 1s and 2s be debate team 1. Distribute Debate Card 1 to them. They will take the point of view of the Chinese kids.



Have the 3s and 4s be debate team 2. Distribute Debate Card 2 to them. They will take the point of view of the Italian kids.

- Display the Debate Cards on the overhead or whiteboard, and explain the two different opinions.
- Have the debate teams state their opinions and brainstorm the following:

Debate team 1 should consider their group's point of view and feelings and think of three reasons the Chinese kids should be able to fly a kite any time they want.

The Chinese kids work really hard to make the kites.

Debate team 2 should consider their group's point of view and feelings and think of three reasons the Italian kids should be able to have their pigeons fly whenever they want.

The Italian kids need to train their pet pigeons.

Encourage the students to use facts to support their arguments.

If the students have difficulty thinking of three reasons, ask the following questions to spark ideas:

What is your group's point of view about the situation?

How does your group feel about the problem? Why?

How does the group's point of view affect how they behave?

Why is your group's point of view right?

- Have the two debate teams take turns stating their opinions and supporting statements, beginning with debate team 1. Make sure that all the students have the opportunity to participate in the debate.
- Circulate to hear the debates.

2. After the debate, have each team summarize the other team's point of view and reasons. Emphasize the following:

- being able to listen to and summarize someone else's point of view is the first step of empathy;
- how you see a situation determines how you feel and act in the situation; and
- your point of view often makes you think you are right, but if you look at things from someone else's point of view, you may see the situation differently.

Optional: When teams state their opinions and three supporting statements, this is a good opportunity to award team points.

Optional: 1 point

Reflection

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

A famous author, Harper Lee, once said, “You never really understand a person until you consider things from his [her] point of view.”

Why do you think it would be helpful if both groups of kids in the story considered things from each other’s point of view?

Because there are two sides to every story; because maybe they don’t understand the big picture in the situation; if they consider each other’s point of view, they may understand how they are feeling and why they are behaving the way they are, 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 social studies, bring in political cartoons to talk about whose point of view it expresses.
- In art, have teams design a “What’s the big picture?” poster depicting the two points of view in the story.
- During Class Council, discuss a minor classroom problem from your point of view. Ask the students to explain it from their points of view.
- In social studies, discuss how history is often told from a particular viewpoint.
- During reading, ask the students what several characters’ points of view are about a problem or situation. Does everyone have the same point of view?
- Have the students journal about whether having several different points of view in the classroom makes the classroom better or worse.



Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

Have you ever cried while reading a sad story? Felt proud of a friend's accomplishment? Then you have experienced empathy! Empathy is an important skill that helps us get along with other people. It lets us read, without words, the feelings of others.

Empathy is the topic of our new unit. It is the way to understand someone else's point of view and feelings about a situation, think about a time when you felt that way, and do or say something to show that you care about the person.

Here are a few ways that you can help your child practice showing empathy at home:

- Talk about times when you and your child have had the same point of view and when you have had different points of view about something (e.g., homework, cleaning his or her room).
- Have your child think of a time when he or she felt the same way that the character in a book or movie is feeling.
- Give your child a high five to celebrate every time he or she shows empathy by doing or saying something to show that he or she cares about someone.

Sincerely,

Your Fifth-Grade Teacher

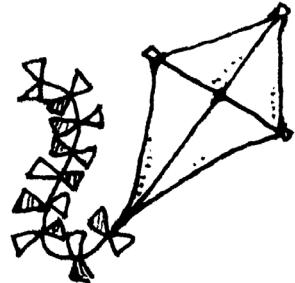
Point-of-View Debate Cards



1s and 2s = Debate Team 1

Opinion:

The Chinese kids should be able to fly their homemade kites whenever they want.



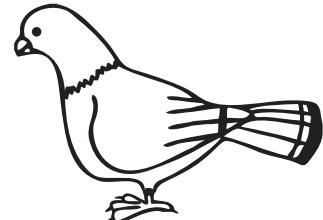
- Think about your group's point of view and feelings.
- Give **three** reasons the Chinese kids should be able to fly a kite any time they want.



3s and 4s = Debate Team 2

Opinion:

The Italian kids should be able to fly their pet pigeons whenever they want.



- Think about your group's point of view and feelings.
- Give **three** reasons the Italian kids should be able to have their pigeons fly whenever they want.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

T. J. is getting his reading work done, minding his own business. Ayana is sitting behind him and keeps poking him in the back with her pencil. T. J. asks her to stop, but she won't. T. J. yells, "Cut it out—now!"

What is T. J.'s point of view?

How does his point of view affect his behavior?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Trading Places to Solve 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 Cloth of Many Uses whenever time allows during the day/week. **Note:** Emphasize that this game helps the students practice thinking creatively and broadly about the many uses of one object, just like we need to think flexibly about different points of view and feelings.

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 looking at a situation from a different point of view and why this is critical for solving a conflict.

ADVANCE PREPARATION

- Have a copy of *Henry and the Kite Dragon* by Bruce Hall available.
- Have the Train Your Brain! poster displayed.
- Have a Getting Along Together Strategy Card available for each team.
- Prepare the Point of View and Feelings story cards for the overhead or whiteboard.
- Copy the Point of View and Feelings story cards—one set per team.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Finish reading *Henry and the Kite Dragon* by Bruce Hall.
- Discuss how seeing other points of view helps you solve conflicts and show empathy once you understand how someone else sees a situation.

Teamwork

- Have teams role-play a situation in which a conflict can be solved after the characters understand one another's points of view and feelings.
- Practice giving "I" Messages and saying them back.

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.

- Review the two different points of view in the story *Henry and the Kite Dragon*, which was read in the last lesson, and discuss how the two groups' points of view affected their feelings and behavior. Review the conflict between the two groups that began as a result of their different points of view and feelings.
- Tell the students that today we will focus on the importance of understanding someone's point of view to solve a conflict.

Announce the Big Q.

Big Q: How does thinking flexibly help us solve conflicts?

9 minutes

Finish reading the book.

2. Finish reading *Henry and the Kite Dragon*.

- Read pages 28–31. Ask:

Once the Chinese kids understand the Italian kids' point of view in the situation, what do they do?

They immediately go running to ask Grandfather Chin to stop flying the kite.

How do you think Tony and his friends feel about their homing pigeons and what the Chinese kids are doing?

They probably feel sad that their pigeons are scared and mad at the Chinese kids for scaring the pigeons away.

- Read pages 32 and 33. Ask:

Which conflict solver do both groups of kids use once they understand each other's point of view?

They apologize.



When the Italian and Chinese kids look at the situation from each other's point of view, they are using their flexible-thinking skills.

Have the Train Your Brain! poster displayed. Point to "Think Flexibly" on the poster.

They use their flexible-thinking skills to see the situation from a new angle. The Italian kids realize that the Chinese kids love flying their kites and are not trying to harm the birds. The Chinese kids realize that the Italian kids are trying to train their homing pigeons and that the kites are scaring the birds. Seeing a situation from a new point of view helps to resolve conflicts because you may better understand the situation and the behavior of others.

Read the rest of the book.

Which win-win conflict solver do the kids use to resolve the conflict?



They compromise. The Chinese kids will fly their kites in the morning, and the Italian kids will fly their birds in the afternoon.

Point to the conflict solver, compromise.

By thinking about another point of view, both groups of kids are able to empathize with each other and solve their conflict.

Teamwork

15 minutes

Role-play a conflict.

Let's practice role-playing conflict situations in which people have different points of view and feelings just like in *Henry and the Kite Dragon*. During the role-play, you will explain your point of view and practice giving an "I" Message. After you role-play, you and your partner will brainstorm how to solve the conflict now that you understand each other's point of view and feelings.

- Distribute Point of View and Feelings story cards 1 and 2 to each team.
- Pair the students on each team. Have one partnership role-play the situation on story card 1 and the other partnership role-play the situation on story card 2.
- Display the story cards on the overhead or whiteboard. Read aloud the situation on each card.
- Review the expanded "I" Message format. Tell the students that the longer version of an "I" Message is used in this script. Remind the students that this type of "I" Message is helpful in some situations in which you need to explain your perception of the situation using the phrase "because it seems...." The shortened version of the "I" Message ("I feel _____ because _____") can also be used if you just need to tell your feelings and why.
- Have the students use the scripts to role-play the two points of view and "I" Messages in each scenario.



Have three people group together for story card 2 so the fifth person can be Carlos.

- Have partners say back each other's "I" Message so they know how the other person feels and why.
- Have the students brainstorm and write how they could solve the conflict and show empathy once they understand each other's point of view and feelings.



Use **Random Reporter** to have partners share how the characters could solve the conflicts now that they understand each other's point of view and feelings.

Ask the students with story card 1:

Now that Maria and Abdul understand each other's point of view and feelings, how can they solve the conflict?

Abdul says he's sorry for not paying attention and that he'd really love to hear about her weekend right after the test! Maria says next time she'll ask Abdul if everything is all right since he seems to be preoccupied.

Ask the students with story card 2:

Now that Keandra and Ling understand each other's point of view and feelings, how can they solve the conflict?

Ling apologizes for laughing during Keandra's oral report, and Keandra apologizes for jumping to conclusions.

Debrief by emphasizing how flexible thinking and understanding another person's feelings help to solve conflicts.

Reflection

5 minutes

2 points



The Big Q:

How does thinking flexibly help us solve conflicts?

Answers will vary. For example, we might have less fighting because people will think about the other person's point of view instead of just their own; we might think of new ways to solve the conflict.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read historical fiction books, such as *Just Like Josh Gibson* by Angela Johnson, and discuss sports in the 1940s from a girl's point of view, or read books about Martin Luther King, Jr. or Rosa Parks to discuss different points of view during the civil rights movement.

- Have the students play any of the Cognitive Flexibility Brain Games to practice thinking flexibly.
- Trading Places: Give teams two story cards with a school situation on each. Have partners role-play the scenario from one person's point of view and then role-play it from the other person's point of view. The partnerships should switch cards. Discuss how it was helpful to see the situation from another point of view.
- Have the students answer the following question in their journals: Does having many different points of view make our classroom better or worse? Why?
- Have the students write about the following in their journals: Tell about a time when you had a conflict with someone because you had different points of view, and explain what the two points of view were. If you had looked at the situation from the other person's point of view, how would it have helped to solve the conflict?

Point of View and Feelings



Story Card 1:

Maria is telling her friend Abdul about her weekend. Abdul is looking out the window, not paying attention.

Maria: My *point of view* is that I am trying to tell you about my weekend. I *feel* sad when you don't pay attention *because it seems* like you don't care about what I am saying when you are staring out the window like that.

Abdul: I *feel* mad when you think I don't care *because it seems* like you are only thinking about yourself.

- Say back each other's "I" Message.
- Now that Maria and Abdul understand each other's point of view and feelings, how can they solve the conflict?



Story Card 2:

Keandra gets up to give her oral book report. She is stuttering as she speaks. Another student, Carlos, whispers something to Ling, and Ling laughs.

Keandra: My *point of view* is that it is hard for me to talk in front of the whole class. I *feel* embarrassed when you laugh while I am giving my report *because it seems* like you are making fun of me.

Ling: You don't even know why I was laughing! My *point of view* is that Carlos was telling me a joke, and that's why I was laughing. I *feel* mad when you tell me what I am doing wrong *because it seems* like you jumped to conclusions about why I was laughing.

- Say back each other's "I" Message.
- Now that Keandra and Ling understand each other's point of view and feelings, how can they solve the conflict?



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Mercedes and Maurice are packing up their backpacks at the end of the day. Maurice's backpack accidentally falls and hits Mercedes's head. Mercedes yells, "Be careful!" Maurice yells, "Stop being such a baby!"

What are the two points of view in this story? How do both characters feel and behave? How do both characters only see the situation from their points of view? How would it help them solve the conflict if they saw the situation from each other's point of view?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Making the Empathy Connection: I can relate!

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 Group Stop whenever time allows during the day/week.

Note: Emphasize that this game helps us practice and experience the act of stopping suddenly, just like we need to stop and think about how others feel.

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 second step of empathy: remembering a time when you felt the same way as someone else.

ADVANCE PREPARATION

- Make sure the steps of empathy are posted.
- Prepare the Empathy Story for the overhead or whiteboard.
- Have a journal available for each student.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the feelings in the book *Henry and the Kite Dragon*, and share an example of a time when you felt the same way as the children in the book.
- Have the students practice thinking of a time when they knew just how someone else felt because they had experienced the same feeling.

Teamwork

- Read a story, and think about how someone else is feeling.
- Have the students journal and share with a partner about times when they practiced empathy by relating to someone's feelings and thinking about a time when they felt the same way.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

10 minutes

Introduce the second step of empathy, and announce the Big Q.

1. Introduce the second step of empathy, and announce the Big Q.

When we read *Henry and the Kite Dragon*, we practiced the first step of empathy: thinking about another person's point of view, feelings, and behavior. We know that the Chinese kids wanted to fly their homemade kites and the Italian kids wanted to train their pigeons to fly home.

Ask:

How do you think the Chinese kids feel when the Italian kids keep throwing rocks at the kites? How do the Italian kids feel when the kites scare their pigeons away?

Angry or upset.

Discuss where among the planets any new feelings words should be placed, and add them to the Feelings Universe.

Today we are going to practice the second step of empathy: remembering a time when you felt the same way as the person in the situation. Relating to how someone else feels does not mean you must have the same exact experience as that person; rather, you are trying to think of a time when you had the same *feeling*.



Point to the second step of empathy on the sentence strips: remember a time when you felt that way.

Tell the students about a time when you felt angry, just like the kids in *Henry and the Kite Dragon*. Explain that you are practicing the second step of empathy by thinking about a time when you felt the same way as someone else, and this connection helps you empathize.



Use **Think-Pair-Share** to have the students discuss the following:

Tell your partner about a time when you knew just how someone else felt because you had felt that way before.

Announce the Big Q.

Big Q: How does thinking about a time when you felt the same way as another person help you empathize with his or her situation?

Teamwork

15 minutes

Journal and share.



1. Project the empathy story on the overhead or whiteboard, and have the students journal about a time when they had the same feelings as the character in the story.

Read the story aloud.

Shanika was in a big hurry to get to math class. She rushed down the hall to stop in the restroom. In her hurry, she went into the boy's bathroom by mistake! She quickly realized her error and came running out. Her face was red. There were many other kids in the hall, and they were laughing. Shanika was ready to sink into the floor!

Ask:

How do you think Shanika was feeling?

Encourage the students to come up with more than one feeling. Discuss where in the Feelings Universe any new words belong, and post them.

Embarrassed, humiliated, or mortified.

Ask:

How do you know how Shanika was feeling?

I have had a similar experience, her facial expression, etc.

We often know how people might be feeling because of nonverbal clues such as voice tone, facial expression, and posture. These are important empathy clues!

Point out that many students were able to use empathy because of their own experience of having felt the same way Shanika felt. Remind the students that this is the second step of empathy.

- Have the students write a journal entry using the first and second steps of empathy.
- Pass out a journal to each student.
- Write the following instructions on the board, and explain each as you write:

Write the feelings word for Shanika's situation.

Write about a time when you had that feeling.

Note: Remind the students that they do not have to write about the same situation but a time when they had the same feeling. Remind them not to use any real names!

Give the students time to write.

Use your discretion in asking the students to share their experiences. Call on volunteer students to share their journal entries with the class.

Collect the journals, and later spend some time reading them to get a better understanding of your students and their experiences.

Reflection

5 minutes

2 points



The Big Q:

How does thinking about a time when you felt the same way as another person help you empathize with his or her situation?

Answers will vary. For example, it helps you understand how he or she feels; if you can relate to how he or she is feeling, you might want to do or say something to help him or her.

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

- Obtain a play script for the class to role-play. Prior to dramatizing it, ask the students to use their empathy skills to imagine their characters' points of view, feelings, and behavior. Have them think of a time when they felt the same way as their characters. Discuss why many actors and actresses need to use empathy skills.

Empathy Story



Shanika was in a big hurry to get to math class. She rushed down the hall to stop in the restroom. In her hurry, she went into the boy's bathroom by mistake! She quickly realized her error and came running out. Her face was red. There were many other kids in the hall, and they were laughing. Shanika was ready to sink into the floor!

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Alejandro brings his lunch down to the cafeteria. He goes to the bathroom, and when he returns, he cannot find his lunchbox and is sure that someone stole it.

How does Alejandro feel? Tell about a time when you felt that way.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Random Acts of Empathy

Getting Along Together Routines

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

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

Brain Game: Play any Stop and Think Brain Game that will benefit your class 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 the last step of empathy, doing or saying something to show that you care, and make empathy concrete by thinking about realistic examples of ways to show empathy. Students will also be introduced to the idea of random acts of empathy.

ADVANCE PREPARATION

Note: Before this lesson, ask a volunteer student to role-play the story in Active Instruction. Assign this student the role of Sasha, and make sure that he or she understands the story.

- Prepare the Big Q in advance since it is long.
- Make sure the steps of empathy are posted.
- Prepare a piece of chart paper titled Showing Empathy.
- Prepare a Random Act of Empathy card for the overhead or whiteboard. **Note:** At Class Council this week and next, you will discuss a minimum number of Random Act of Empathy cards that the students should complete in a week. Think ahead about a reward to have at the end of the unit to celebrate the random acts of empathy, if the students meet this goal over the next two weeks.

- Copy the Random Act of Empathy card—one per student. **Note:** Make additional copies of the card, and leave them in a convenient spot so the students have the opportunity to fill them out whenever possible. Display the cards on a bulletin board or wall as the students fill them out as a visual reminder to show empathy toward others, acknowledge when the students show empathy, and celebrate examples of empathy at the end of the unit. Display these near the quote that you posted in lesson 1 and the steps of empathy.
- Copy both Say You Care stories—one set per team.
- Prepare both of the Say You Care stories for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the last step of empathy: doing or saying something to show that you care.
- Role-play a problem situation, and have the students brainstorm ways to show empathy.
- Introduce the Random Act of Empathy card.

Teamwork

- The students will write what they could say to show empathy toward another person in a difficult situation.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Announce the Big Q and the last step of empathy.



1. Announce the Big Q, and explain the last step of empathy.

- Announce the Big Q.

Big Q: The president of the United States, Barack Obama, once said:

“I think we should talk more about empathy...the ability to put ourselves in someone else’s shoes; to see the world through the eyes of those who are different from us. When you think like this—when you choose to empathize with others, whether they are close friends or distant strangers—it becomes harder not to act; harder not to help.”

Why do you think the president of the United States thinks that empathy is so important? How does empathy motivate us to help others?

- Point to the sentence strips with the steps of empathy written on them. Read the last step of empathy: do or say something to show the person that you care about him or her.

Today we will focus on the last step of empathy, just like President Obama encouraged us: to act by doing or saying something to show that we care about someone.

6 minutes

Role-play an empathy situation, and brainstorm ways to show empathy.



- Project the empathy story on the overhead or whiteboard. Role-play the story with a volunteer student. Have the class brainstorm ways to show empathy toward the character in the story.

Empathy Story

Helena and Sasha are getting ready to go outside for recess. Sasha brought her sister's brand-new card game for them to play at recess. When she looks through her book bag, she can't find it anywhere. She knows her sister is going to be really mad that she lost her card game, and she looks worried.

- Ask the class to identify Sasha's point of view.

She lost her sister's card game, and her sister is going to be mad.

- Ask the class to identify Sasha's feelings.

Worried or upset.

- Ask the students to think of a time when they felt that way.

- Use **Buddy Buzz** to ask:

How could Helena show empathy toward Sasha? What could she do or say to show that she cares?

Helena could offer to help Sasha look for the cards; she could tell Sasha about a time when she lost something important, etc.

- On the chart titled Showing Empathy, write student responses for showing empathy toward Sasha.
- Have students choose one of the ways to show empathy. Role-play it since you are dramatizing Helena's role.

2 minutes

Explain random acts of empathy.



Remember to think ahead about a reward to have at the end of the unit to celebrate all the random acts of empathy.

- Explain the concept of random acts of empathy. Model how to complete a Random Act of Empathy card.

Throughout the rest of this unit, I will look for great examples of students who show empathy.

- Display the card on the overhead/whiteboard, and explain it:

This is our Random Act of Empathy card where we will record situations in which someone in our class shows empathy toward someone else.

Whenever you show empathy toward someone, fill out a card, and give it to me to post. If I see someone showing empathy, I may ask you to fill out a card. During Class Council this week, we will set a goal of a minimum number of cards for our class to complete, and you will earn a reward if you meet this goal!

- Read through the sample card with the students. Use the situation that you just role-played to model how to complete the card.

Complete the card on the overhead or whiteboard, checking off each step as you do it:

- I know the person feels worried.**
- I thought about a time when I felt that way.**

Note: Tell about a time when you felt this way, and explain that this is an internal process that the students would do on their own and is not written on the card.

- This is what I did or said to show that I care about the person:**

Write a sample way to show you care such as:

I offered to help Sasha look for the card game in the classroom and around the school.

- Emphasize that the students need to demonstrate the three steps of empathy to fill out a card. The cards are not to be filled out just because they are being nice or helpful, although that is important too!
- Show the students where the Random Act of Empathy cards will be kept and where they will be posted so the students can write down situations in which they showed empathy whenever possible.

Teamwork

15 minutes

Say You Care

P

If you have a fifth student on a team, assign him or her to work on one of the stories with a partnership.

1. Tell teams that they will read a school situation and think about what they could say to show empathy toward the person in that situation.

- Distribute both Say You Care stories to each team. Pair the students on each team. One partnership on each team should get story 1, and the other partnership should get story 2.
- Display the Say You Care stories on the overhead or whiteboard, and read them aloud.

Story 1: Jaelyn is in your class, and she is one of the smartest girls in the school. While the class is getting ready to take a test that afternoon, you hear Jaelyn saying to Ignacio, “You are never going to pass that test. You probably didn’t even study for it.” You can tell that Ignacio is upset, but he just puts his head down.

Before you take the test that afternoon, what could you say to show that you care about Ignacio?

“I hope you do well on the test!” or “I’m sorry that Jaelyn said that.”

Story 2: Your friend Mercedes has had a pet cat for almost three years! She plays with her cat all the time and buys cat toys for her. One day at school, Mercedes tells you that her parents said they have to move to a small apartment, and they can’t take the cat with them.

What could you say to show that you care about Mercedes?

“I’m so sorry that you can’t take your cat when you move.” or “Let’s see if someone we know can take your cat so you can visit her.”

- Ask each partnership to fill in the speech bubble with what they could say to show empathy toward the person in the situation.
- Have partnerships share their stories and responses with their team.
- Circulate to hear what the students are saying.



Optional: 1 point

Use **Random Reporter** to have teams share some of their empathic responses. If time permits, pass out a Random Act of Empathy card to each student. Have the students complete their cards based on their stories. **Note:** You may want to take this opportunity to ask the Cool Kid to share what he or she wrote.

Optional: You may want to award team points for thoughtful empathic responses.

Reflection

5 minutes

2 points



The Big Q:

The president of the United States, Barack Obama, once said:

“I think we should talk more about empathy...the ability to put ourselves in someone else’s shoes; to see the world through the eyes of those who are different from us. When you think like this—when you choose to empathize with others, whether they are close friends or distant strangers—it becomes harder not to act; harder not to help.”

Why do you think the president of the United States thinks that empathy is so important? How does empathy motivate us to help others?

Answers will vary. Because showing empathy is important for everyone in the country to get along; because it reminds us to help others; because it is a value that he would like all Americans to have; 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

- Bring in newspapers, and have the students research articles about people who showed empathy toward someone.
- In Class Council, set a goal of how many Random Act of Empathy cards the class should complete during the week.
- Make more copies of the Random Act of Empathy cards. Encourage the students to use their empathy skills and to complete the cards to post on the bulletin board or wall.

Random Act of Empathy**Name** _____

- I know the person feels _____.
- I thought about a time when I felt that way.
- This is what I did or said to show that I care about the person:

Random Act of Empathy**Name** _____

- I know the person feels _____.
- I thought about a time when I felt that way.
- This is what I did or said to show that I care about the person:

Empathy Story



Helena and Sasha are getting ready to go outside for recess. Sasha brought her sister's brand-new card game for them to play at recess. When she looks through her book bag, she can't find it anywhere. She knows her sister is going to be really mad that she lost her card game, and she looks worried.

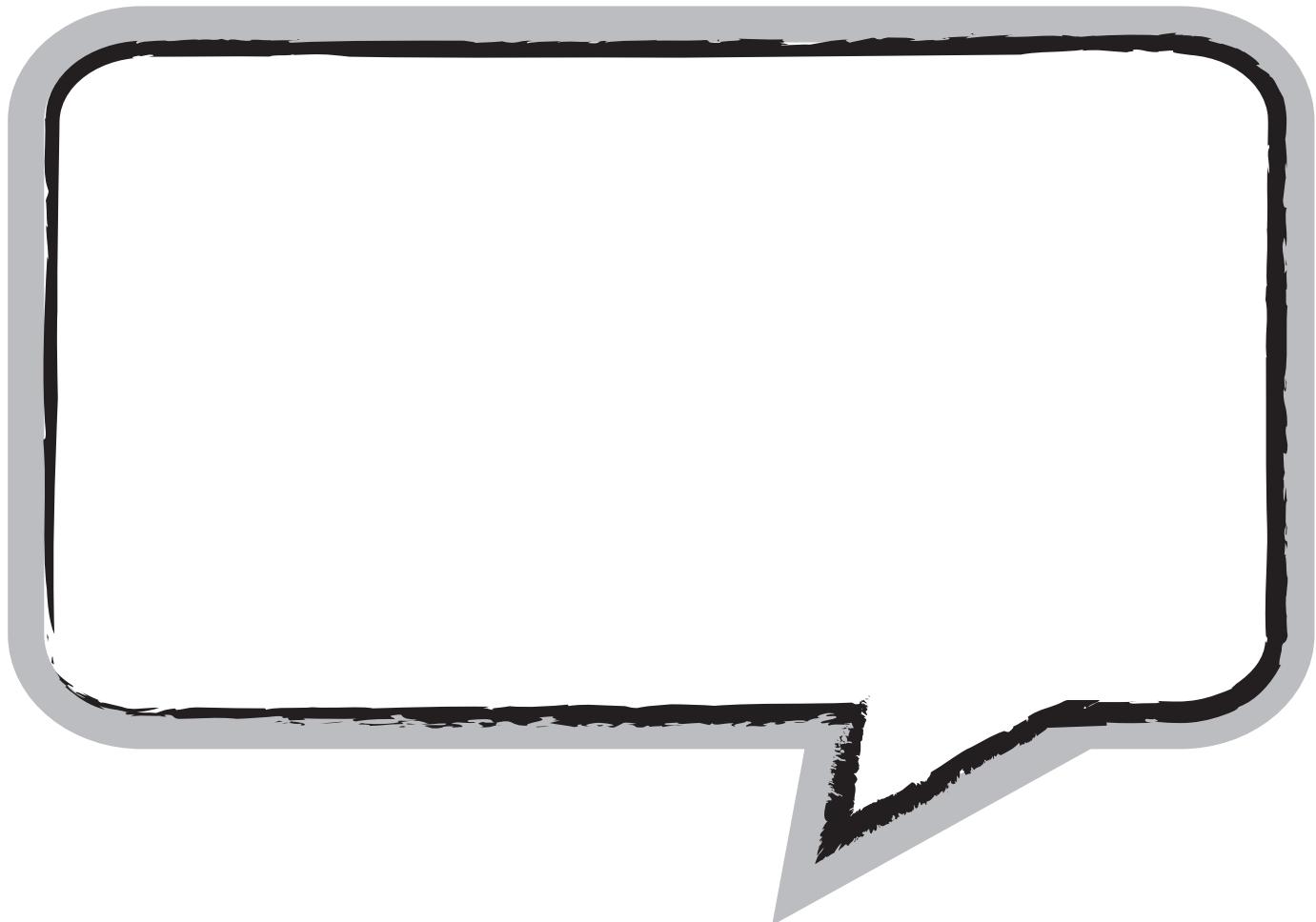
Say You Care

Story 1



Jaelyn is in your class, and she is one of the smartest girls in the school. While the class is getting ready to take a test that afternoon, you hear Jaelyn saying to Ignacio, “You are never going to pass that test. You probably didn’t even study for it.” You can tell that Ignacio is upset, but he just puts his head down.

Before you take the test that afternoon, what could you say to show that you care about Ignacio?



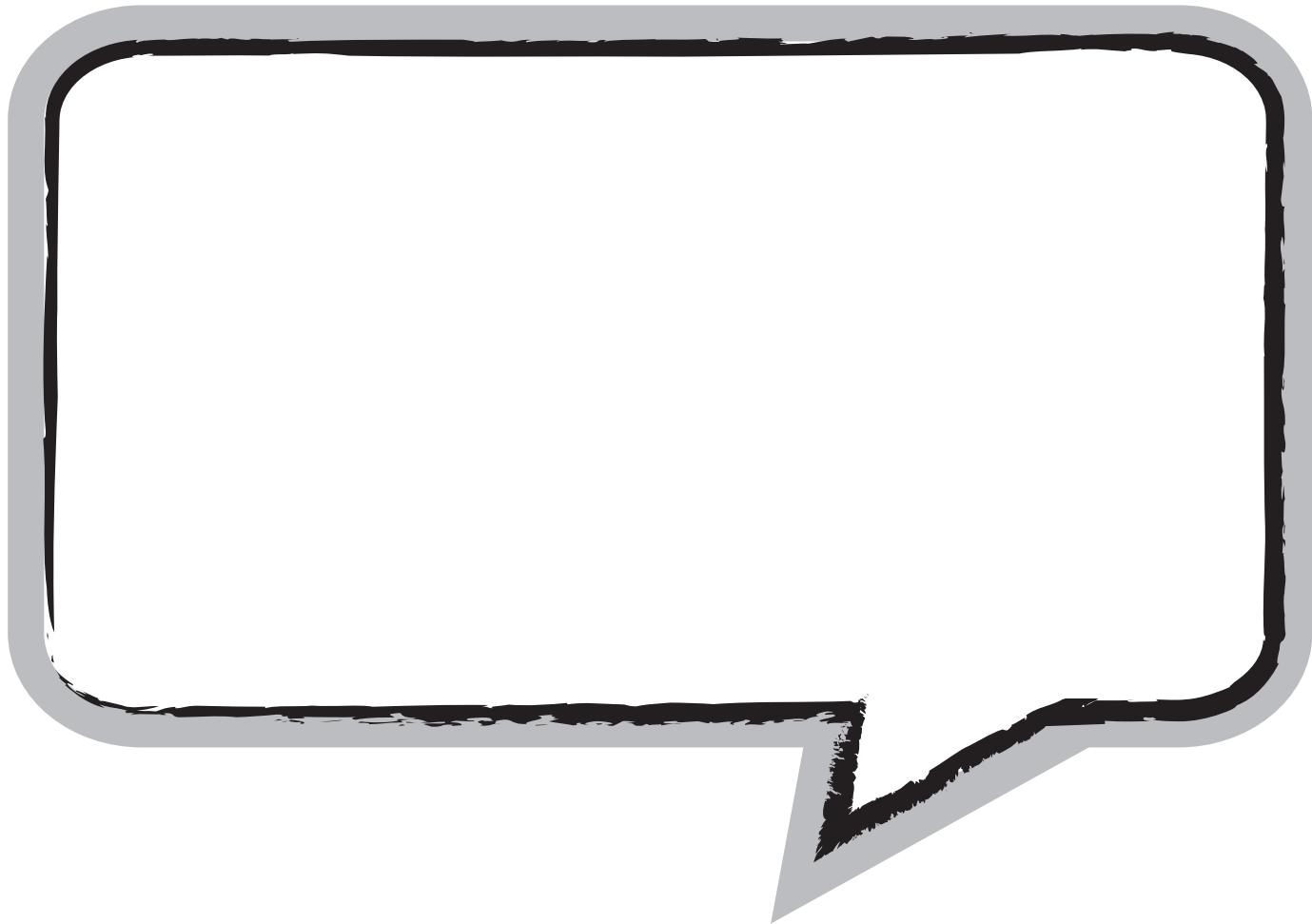
Say You Care

Story 2



Your friend Mercedes has had a pet cat for almost three years! She plays with her cat all the time and buys cat toys for her. One day at school, Mercedes tells you that her parents said they have to move to a small apartment, and they can't take the cat with them.

What could you say to show that you care about Mercedes?



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Consider setting a goal of a minimum number of Random Act of Empathy cards that the class should complete by the end of the unit.
 - 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.

If the students meet this goal, brainstorm a possible class reward such as a pizza party or lunch with the teacher!

Your friend Haru brings his science-fair project into school. As he walks in the door, he trips and drops his science project, and his whole science experiment breaks into pieces.

What could you do or say to show that you care about Haru?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Think it through, it could be you! “Strikes or Spares?”

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 Find the Connection whenever time allows during the day/week. **Note:** Emphasize that this game helps the students practice thinking of multiple meanings for one word, just like we need to think of multiple ways 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 use consequential thinking to identify a variety of ways to show empathy outside of the classroom.

ADVANCE PREPARATION

- Have a television, a DVD player, and the Getting Along Together 2nd Edition DVD available to show the “Think It Through, It Could Be You” video “Strikes or Spares?” (grade 5, unit 3, lesson 5). **Note:** Preview the video before the lesson so you know what to expect.
- Copy the “Think it through, it could be you! Strikes or Spares?” sheet—one per team.
- Prepare a master “Think it through, it could be you! Strikes or Spares?” sheet for the overhead or whiteboard.
- Make sure all the Tools for Teamwork are visible.
- Copy and cut out the Home Connections tickets—one per student.
- If necessary, make more copies of the Random Act of Empathy cards. Encourage the students to complete the cards and post them on the bulletin board to meet the goal they set in Class Council. During the week, encourage them by pointing out examples of students showing empathy! **Note:** You will celebrate these random acts of empathy in lesson 6.

Agenda

Active Instruction

- Introduce the “Think It Through, It Could Be You” video “Strikes or Spares?”

Teamwork

- Watch the video.
- Have teams complete the “Think it through, it could be you!” sheet based on the video to practice using consequential thinking in problem situations.
- Teams answer debriefing questions.

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, and announce the Big Q.

- Explain that today’s lesson will focus on showing empathy in tough situations.

Tell the class a sample situation in which you did not know what to do to show empathy toward someone. For example, maybe your friend’s pet died, and you knew that he or she was sad, but you weren’t sure what to do to show empathy.

Explain that sometimes it is hard to know what to do or say to show empathy toward someone.

- Announce the Big Q.

Big Q: When might it be hard to show empathy? Think about a situation in which it was difficult to show empathy, but you did it anyway.

- Explain that today’s lesson will be a “Think It Through, It Could Be You” video about empathy.

Teamwork

23 minutes

“Strikes or Spares?” video and discussion



Video synopsis: Mona and Flash are playing a bowling championship game against Ricardo and Tasha. Mona is usually very good and bowls strikes, and Tasha and Ricardo are worried about who will win. Mona gets up to bowl, and Flash yells, “Knock ‘em down, Mona. You can do it! One more game and Team Flash and Mona wins the championship!” As the ball goes down the alley, it heads straight but then veers off into the gutter. Tasha and Ricardo are ecstatic about winning the championship. Mona apologizes to Flash for letting him down. Flash looks upset.

1. Give each team a “Think it through, it could be you! Strikes or Spares?” sheet.
2. Show the video “Strikes or Spares?”



Emphasize that there is no one right answer.

- Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use **Random Reporter** to have teams share responses, and chart a few responses on the master “Think it through, it could be you!” sheet on the overhead/whiteboard.
 - Flash’s problem is that he knows Mona feels bad that she lost the bowling game.*
 - Flash feels mad.*
 - The situation also involves Mona, who apologizes for losing the game, and Tasha and Ricardo, who are happy about winning the game.*

Flash acted mad, kicked the chair, and threw his pencil.

Poor; thumbs down.

- Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the solution 1 box.

Mona might continue to feel bad about her team not winning the game; Flash could feel bad about himself for not saying something to make Mona feel better; Mona might feel that Flash wasn’t being a good friend because he got mad at her.

- Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use **Random Reporter** to obtain answers from a few teams, and chart a few responses on the master sheet.

Solution: *Flash could show empathy by thinking about how Mona feels.*

Consequence: *He might do or say something to show that he cares about her feelings.*

Solution: *Flash could show empathy by telling Mona about a time when he didn’t do something as well as he had hoped to.*

Consequence: *Mona might not feel like she is the only person who didn’t play well.*

Solution: *Flash could ask Mona to do something else to get her mind off the bowling game.*

Consequence: *Mona’s sadness about losing at bowling might dissipate.*

Others?



- Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.

Use your discretion in having students share a time when they felt the same way.

8. Have teams do a team huddle to answer the following debriefing questions. Use **Random Reporter** to call on a few different teams for each question.

What could Flash have done to show empathy? How does having empathy for Mona help you make a better decision about what to do in this situation?

Can you think of a time when you felt the same way as Mona? Explain.

9. Summarize the lesson:

Sometimes it is hard to know how to show empathy toward someone when we are mad or sad. Stopping and thinking about his or her point of view and feelings and a time when you felt that way may give you a clue about what to do!

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues in a win-win way.

Reflection

5 minutes

2 points



The Big Q:

When might it be hard to show empathy? Think about a situation in which it was difficult to show empathy, but you did it anyway.

Answers will vary. For example, when someone isn't being nice to my friend, and I don't want that person to see me showing empathy toward my friend; when I am not sure what to say to make someone feel better, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

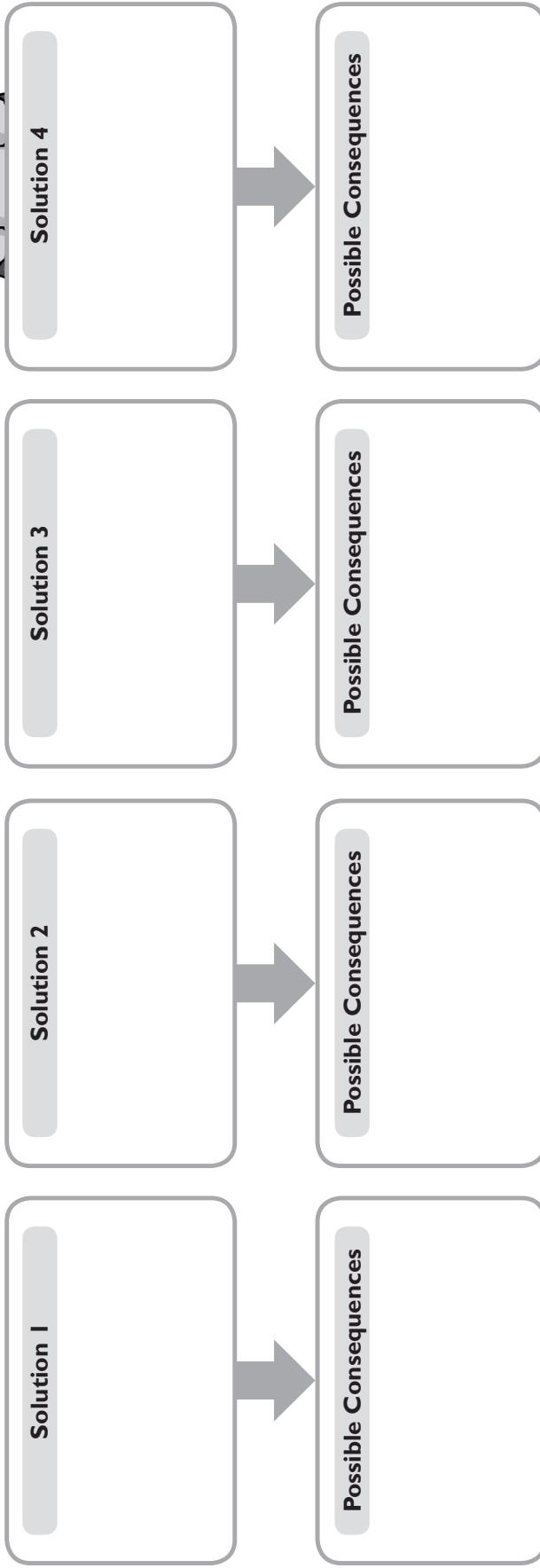
- In Class Council, set a goal of how many Random Act of Empathy cards the class should complete during the upcoming week.
- If necessary, make more copies of the Random Act of Empathy cards. Encourage the students to complete the cards, and post them on the bulletin board or wall.



Think it through, it could be you!

“Strikes or Spares?”

1. What is Flash's problem?
2. How does Flash feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Flash do to solve this problem?



5. Circle the best win-win solution for this situation.

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- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress. Did the class complete the minimum number of Random Acts of Empathy cards?
 - Identify a new goal. Consider setting a goal of a minimum number of Random Act of Empathy cards that the class should complete this week.
 - 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.

If the students meet this goal, brainstorm a possible class reward such as a pizza party or lunch with the teacher!

Maya is a new girl at school. Sonya thinks it's funny to pronounce her name, MA-ya. Maya feels embarrassed when Sonya does that. One day Maureen hears Sonya teasing Maya about her name, but she is unsure what to do.

What choices could Maureen make in this situation? What might the consequences of those choices be? What would be the best choice to show empathy toward Maya?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

I can empathize!

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 any Cognitive Flexibility Brain Game that will benefit your class 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 key ideas about empathy, celebrate the random acts of empathy that they have exhibited, creatively explain empathy, and self-assess their empathy skills.

ADVANCE PREPARATION

Note: Before you teach this lesson, make sure you have everything ready to celebrate the students' random acts of empathy, either during the lesson with a simple compliment or in a bigger celebration like a pizza party, etc.

- Make sure the sentence strips with the steps of empathy are posted.
- Make sure the Random Act of Empathy cards are posted on the bulletin board. You may want to invite your principal into the classroom to hear about the students' random acts of empathy.

Note: If your class is responding well to the random acts of empathy, continue this idea throughout the next units.

- Have poster board available—one per team. **Note:** Depending on your class, you may also need to provide markers and additional art supplies.
- Copy the Empathy Self-Assessment form—one per student.
- Prepare the Empathy Self-Assessment for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the steps of empathy.
- Celebrate the random acts of empathy that the students have displayed throughout the past few weeks.

Teamwork

- Have the students complete a self-assessment to evaluate their individual empathy skills.
- Have teams creatively explain empathy by designing a poster about how to show empathy in the classroom.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Review empathy, and announce the Big Q.



1. Review the steps of empathy, and announce the Big Q.

- Briefly review the steps of empathy by saying:

Today is our last lesson in the empathy unit. You have learned the definition of empathy and have practiced showing empathy toward others.

Use **Buddy Buzz** to have the students discuss the following:

Tell your buddy what empathy is.

Pause while pairs explain what empathy is. Then call on one or two students to explain it. If necessary, remind the students:

Empathy is the ability to think about another person's point of view, feelings, and behavior; remember a time when you felt that way; and do or say something to show the person that you care about him or her.

- Announce the Big Q.

Big Q: What are three ways that we can create a more empathetic classroom?

4 minutes

Celebrate random acts of empathy.

2. Give examples of and celebrate the random acts of empathy that the students have demonstrated in the past few weeks.

Let's take a minute to celebrate some of the random acts of empathy that our class has shown.

- Point to the bulletin board with the Random Act of Empathy cards that the students have completed since lesson 4.

You may want to celebrate the Cool Kid by highlighting his or her card.

- Explain the various ways that the students have shown empathy by reading some of the Random Act of Empathy cards aloud.
- Celebrate the students by saying kind and encouraging words to those who have shown empathy, giving them a pat on the back, having teams do a cheer, etc.
- Hopefully, the class has met the goal for the minimum number of Random Act of Empathy cards completed! Announce the reward that you would like to give them for meeting the goal (pizza party, lunch with the teacher, etc.) and when they will get it.

Teamwork

5 minutes

Empathy Self-Assessment



1. Have the students self-assess their empathy skills.

- Pass out one Empathy Self-Assessment form to each student.
- Display the self-assessment form on the overhead or whiteboard. Read it aloud.
- Have the students individually complete the self-assessment.
- Have the students share with their teams one aspect of empathy that they are good at.
- Collect the self-assessment forms, and save them for future reference.
- When you have time, read the self-assessments to better understand your students. Attach the self-assessments to the students' journals. **Note:** Later in the year, you may want to have the students look back at the self-assessments to see if they have improved their empathy skills.

15 minutes

Design empathy posters.

2. Have teams explain and creatively express what empathy means.

- Tell teams that they will design a poster to explain three ways that we can create a more empathetic classroom.
- Have them think of a catchy title and illustrations (i.e., Empathy Experts).
- Pass out one poster board and any other art supplies to each team.
- Give teams about 10 minutes to design their empathy posters, which they will present during the Big Q.

Reflection

5 minutes

2 points



The Big Q:

What are three ways that we can create a more empathetic classroom?

Answers will vary. Have teams present their empathy posters to explain how they will show empathy in the classroom.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Have the students write a journal entry about an adult they know who is good at showing empathy and tell how they know that this person is an empathy expert!
- Continue to have the students complete Random Act of Empathy cards, and celebrate these behaviors!
- Have teams discuss the following question: Would you want to live in a world without empathy? Why or why not?

Empathy Self-Assessment



For each statement, circle the option that best describes you.

1. I try to understand other classmates' points of view.

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

2. I ask questions to understand how my classmates feel.

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

3. I think about times when I have felt the same way as one of my classmates when he or she is having a hard time.

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

4. I do or say things to show my classmates that I care about them when they are having a hard time.

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

5. One way I'm going to improve my empathy skills is to _____
_____.

6. Describe a time when you recently showed empathy toward someone.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Maurita really wants to play soccer with the boys at recess. When she asks them if she can play, they just laugh at her and say, "No way."

What is Maurita's point of view? How does Maurita feel? Describe a time when you felt the same way as Maurita. What could you do or say to show that you care about Maurita's feelings? What do you think will happen if you show empathy toward her?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

30 minutes

BRAIN WORKOUT #2

Focus Practice



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 team totals with the students.



Key Point of the Lesson: Students will review and practice strategies for focusing and assess their own progress in that cognitive area.

ADVANCE PREPARATION

- Make sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Be sure that the students have access to their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- Have the deck of Brain Game Cards available.
- Be ready with a distraction that will challenge the students' focus during the Teamwork activity. You can give the students some kind of treat that they need to open, a deck of cards, or some puzzles—anything that competes for their attention. You can also play music or a movie.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson, and announce the Big Q.
- Review the Focus Brain Games and the previous focus lesson.
- Use the GAT Strategy Card to review the focus strategies.

Teamwork

- Ask teams to solve a math problem under conditions that make focusing very difficult; debrief the exercise.
- Repeat the activity with a similar math problem, allowing the students the opportunity to focus; debrief the activity.

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.

- Point to the Train Your Brain! poster under the Tools for Teamwork, and explain that today is another brain workout, a lesson in which the students take their brains to the gym! This time they will strengthen their focus muscles.
- Announce the Big Q.

Big Q: What was a recent time in school when you knew you needed to focus and you did so successfully? How were you able to focus, how did it feel, and what did you look like while focused?

3 minutes

Review Focus Brain Games and the previous focus lesson.

2. Review the Focus Brain Games and why and when focus matters.

- Hold up the deck of Brain Game Cards, and ask the students to name a few Focus Brain Games and how they help the students practice focusing.

Bobby Bright, The Name Game, Who Is the Leader?, and Telephone. These games require concentration, good listening skills, ignoring distractions, etc.

- Remind the students about the focus lesson called Get Organized! that they had in the first week of school. Use **Buddy Buzz** to ask the students why being organized is related to being focused.

If your desk is messy and you can't find a pencil or paper, you can't write down what the teacher is saying. If you don't have your notes written in an organized way, it is hard to study.

- Use **Buddy Buzz** to ask:

What was the difference between listening to the Susan B. Anthony speech without key words or note taking and listening to the Martin Luther King, Jr. speech with key words and note taking?

We were able to remember more of the Martin Luther King, Jr. speech because we listened more closely and knew what to listen for.

2 minutes

Review focus strategies.



3. Review the focus strategies.

- Ask the students to get out their GAT Strategy Cards and review the focus strategies.
- Display the strategy card on the overhead.
- In partnerships, have the students read each strategy and define it together. Circulate and clarify definitions as necessary.

Teamwork

15 minutes

Team activity



1. Introduce the team activity.

Note: Given all the distractions, this activity is intended to be too difficult. After struggling, the expectation is that the students will debrief why they were unable to focus and then will strategize about what they need to do differently to focus and succeed.

- With no advance explanation, begin whatever distractions you have chosen. When the students seem sufficiently distracted, read the following aloud:

Owen is thirty-five years old. Shawn is three years younger than Dawn and five years younger than Owen. How old is Dawn?

Thirty-three.

- Expect that few, if any, teams will be able to answer the question. Ask:

What made that question so hard to answer?

The treats, the games, or the music was distracting; we weren't really listening; the names all sounded alike, and there were lots of them. We did not write anything down.

- Have teams look at the focus strategies on the GAT Strategy Card again and do a team huddle to discuss what they could do differently to answer another similar question. Use **Random Reporter** to call on a few teams to share responses.

We need to put the games and candy away; we need to have quiet in the room; we need to have a plan for keeping track of the information so we can answer the question; we need to take notes; we need to look at the teacher.

- Under the more quiet and focused conditions, ask them another similar question:

Pedro is ten years old. Rita is three years younger than Kyra and two years older than Pedro. How old is Kyra?

Fifteen.

Remind the students that part of active listening is asking questions, so they can ask you to read slower or repeat information.

- If necessary, ask if it would help if you wrote the question on the board and why that would be helpful.

Yes, because it is easier to focus on something that we can see.

- Give teams time to discuss a note-taking or diagramming strategy, and repeat the question if necessary. When all the teams are ready, see how many got the correct answer. Debrief the activity by asking:

Why was it easier to focus and answer the question this time?

If points motivate your students, offer team points for correct answers.

- Repeat the exercise again, this time with half the team serving as the focusers, who should solve the problem, and the other half working as the distractors. Set limits on what the distractors are allowed to do, for example, they can't touch the focusers, they need to stay in their seats, or they can use only words, songs, clapping, and hand drumming to distract the others.
- Remind the focusers that they will need to use all their focusing muscles to ignore the distractors.
- When the distractors begin, ask the focusers to solve the following problem:

The chocolate cake is smaller than the apple cake but larger than the lemon cake. Which cake is smaller, the lemon cake or the apple cake?

The lemon cake.

- If the students ask you to write the problem on the board to enhance focus, do so.
- Debrief the problem by asking:

How many focusers were able to solve the problem despite distractions? What strategies did you use?

5 minutes

Journal exercise

2. Introduce the journal exercise.

- Ask the students to get out their journals and turn to the entry they made after unit 1, lesson 2, in which they were asked to:
Circle the question that highlights an area in which you would like to improve. Write down one specific strategy that you will use to improve in this focus area. (For example, I will underline important words as I read. Or I will check my desk each morning to keep it neat and organized.)
- Ask the students to share their goals from unit 1 and what progress they have or have not made with their teammates.
- Ask the students to set another goal and refer to the GAT Strategy Card to identify a few strategies. They should write their goals and strategies in their journals. If they have not made progress with their original goals, they can keep those goals, but they should seek help and suggestions from teammates to identify some new strategies.

Remember to ask the students to check on their focus goals in a few weeks. Also, consider setting a focus goal in Class Council.

Reflection

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

What was a recent time in school when you knew you needed to focus and you did so successfully? How were you able to focus, how did it feel, and what did you look like while focused?

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

- Spend additional time on the value of taking notes to increase both focus and retention of material. Teach some shortcut note-taking strategies, and/or ask the students to share strategies that they use.
- As a discussion or writing prompt, ask the students to brainstorm which kinds of professions require especially good focusing skills and why. What might go wrong if someone in that profession did not use good focus skills?
- Offer occasional brain-teasers like the one that follows to encourage active-listening and note-taking practice. You can make the brain-teasers harder by making them longer and/or adding unnecessary information.

Frank is Fran's husband. Fran and Frank have a son named Fred and a daughter named Flora. Frank's father is named Felix. Who is Fred's grandfather?

Felix.

- Help the students practice listening closely to directions by reading (not showing) to the students the steps for making a simple paper design, such as a paper hat or boat, while they complete the steps. Highlight that the students must focus on your words to complete the project correctly. Debrief how it felt to be that focused; what strategies did they use?

30 minutes Brain Workout #2

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Review how the class is doing in the area of focusing. Make a focusing goal if that would help your class.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.

As a variation on a role-play, try appointing a few students to be class disrupters whose job is to make focusing hard for the rest of the students. Then pair up the remaining students, and ask them to solve a math or logic question together under the distracting conditions. Debrief the activity by asking what the pairs did to maintain focus.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Unit 4: The Power of Positive Self-Talk

UNIT OVERVIEW

Unit Focus

In this unit, students will learn more about the value of self-talk, defined as what we tell ourselves about a situation. Self-talk is informally taught as a cool-down strategy in Getting Along Together in the early grades and is explored more explicitly and in depth in fourth grade, when students learn the influence that thoughts have on feelings and subsequent behaviors. In fifth grade, exploration of the topic continues with more complexity, and the concept of common problems in thinking are presented in the context of self-talk.

There are three main goals in the unit. The first is to help students realize that they have control over their thinking. For example, a glass of water can be *either* half empty or half full. Both points of view are equally true, and a person can choose which way he or she would like to look at the situation. Which point of view one chooses can profoundly affect both feelings and actions. The element of choice is critical, and students can learn to exercise control over their own thoughts and related feelings and behaviors.

The second goal is to teach students four specific negative-thinking self-talk traps. Students learn to recognize these traps in their own thinking and then learn to replace them with more positive and helpful thinking. The traps include half-empty thinking, doing the I Can't chant, extreme thinking, and thought-reader thinking.

The final goal of this unit is to give students very specific strategies for recognizing their own patterns of unhelpful thinking and for replacing those thoughts with more constructive ones.

Unit Outcomes

Students will:

- understand the influence of negative and positive self-talk on their feelings and behavior;
- understand the value of recognizing and adjusting the tone of their self-talk to enhance confidence and resilience;
- use self-talk to calm themselves down;
- use self-talk to enhance focus; and
- use self-talk to cope with disappointment, failure, and unfairness.

Books Used in Unit:

None

Half empty or half full?

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 Unfortunately, Fortunately whenever time allows during the day/week.

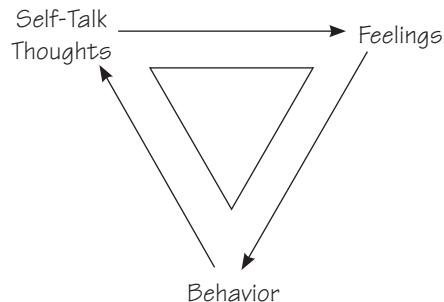
Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will understand the element of choice in positive and negative self-talk, explore how our thoughts affect our feelings and behaviors, and learn the first of four self-talk traps, called half-empty thinking.

ADVANCE PREPARATION

- Fill a large drinking glass exactly halfway with some drink that most of your students like, such as lemonade or chocolate milk.
- Copy the Help Troy with His Half-Empty Thinking worksheet—one per team.
- Prepare the Help Troy with His Half-Empty Thinking worksheet for the whiteboard/overhead.
- Draw the Thinking-Feeling-Behaving (TFB) triangle on chart paper ahead of time:



- 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 new unit.
- Introduce the element of choice in positive and negative self-talk.
- Introduce the Thinking-Feeling-Behaving (TFB) triangle.
- Introduce the first of four self-talk traps, half-empty thinking.

Teamwork

- Have teams complete the Help Troy with His Half-Empty Thinking worksheet.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the unit, and announce the Big Q.



1. Explain that today the students are starting a new unit on the power of self-talk.

- Explain that the students have been using self-talk as a Getting Along Together strategy for years.

Self-talk helps us focus, maintain self-control, and calm down. When we say to ourselves, “OK, let’s concentrate,” or “Time to calm down; take a few deep breaths,” that is using self-talk.

- Explain that in this unit, the students will become more aware of the kinds of self-talk messages they use and will learn how to question and change those that are unhelpful.
- Announce the Big Q.

Big Q: When could you practice changing half-empty thinking to half-full thinking in school?

3 minutes

Explain the element of choice in positive and negative self-talk.

If the students say they don't know what they thought, explain that one purpose of this unit is to help them become more aware of what they say to themselves. That awareness takes practice.

2. Help the students understand the element of choice in positive and negative self-talk.

- Show the class the half-filled glass.
- Ask the students to look at the glass and think about what they see. Then say:

Some people would say that this glass (of juice, milk, etc.) is half empty. Other people would say that the glass is half full.

Think about what you first said to yourself when you saw the glass. Raise your hand if you said the glass is half empty.

Raise your hand if you said it is half full.

- Ask the students which answer is correct. When they conclude that both answers are right, explain that since both are right, we have a choice about which way to think about the glass.

- Explain that:

You may have heard the expression “Looking at the glass as half full or half empty.” The way a person chooses to think about the glass makes a difference in how the person feels and acts.

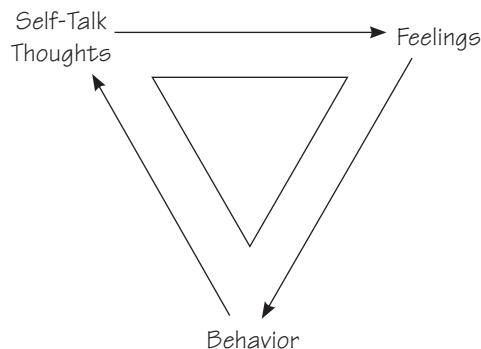
Let’s look at how thoughts affect feelings and behavior.

5 minutes

Introduce the
TFB triangle.

- Introduce the Thinking-Feeling-Behaving (TFB) triangle to highlight the different impacts of positive and negative self-talk.

- Explain that last year the students learned how self-talk affects feelings, which affect behavior. This year they will call this relationship the Thinking-Feeling-Behaving, or TFB, triangle.



- Referring to the glass example, explain the TFB triangle graphic. Say:

Let’s say that I am really thirsty, and someone offers me this half a glass. If I see that glass as half full, I might think to myself (point to “Self-Talk Thoughts” on the TFB triangle), “Great, I get to drink this half a glass. This will really help.”

But if I say to myself that half of it is already gone, I might think, “Gee, I only get a measly half a glass? I want a whole one!”

- Ask:

Which self-talk will probably make you feel happier (point to “Feelings” on the TFB triangle)?

The first one, which is more positive, will make you feel happier.

tps

- Use **Think-Pair-Share** to ask how being happy or disappointed might affect how you act when someone offers you that half glass (point to “Behavior” on the TFB triangle).

If you say to yourself that you get to drink that entire half, you will probably be appreciative and enjoy it. If you say to yourself that you only get half instead of the whole glass, you will probably be disappointed, negative, or unappreciative, and you won’t enjoy it.

- Highlight that:

Since it is equally true that the glass is half empty or half full, we can stop, think, and choose the thinking that leads to positive thoughts, feelings, and actions. With practice, we can learn to do just that.

2 minutes**Introduce self-talk traps.**

- Introduce the concept of self-talk traps.

- Explain that in this unit, the students will learn about four self-talk traps that any of us can fall into that lead to uncomfortable feelings and behaviors. The first trap is called half-empty thinking, which means to see only the negative in a situation instead of the positive, to see the glass always as half empty rather than half full.
- Highlight that when we realize that we have fallen into that trap, we can learn to change our self-talk. In Teamwork, the students will practice turning half-empty thinking into half-full thinking.

Teamwork**10-12 minutes****Help Troy with His Half-Empty Thinking**

- Have teams complete the Help Troy with His Half-Empty Thinking worksheet.

- Give a worksheet to each team. You can also project a copy on the overhead or whiteboard and go over it as a class if that helps your students.
- Have teams do a team huddle to complete part 1 of the worksheet.
- Give teams time to answer both questions. Then use **Random Reporter** to call on a few teams to share responses to each question.

How do you know that Troy has fallen into the half-empty thinking trap?

Troy is only looking at the negative side of the assignment and ignoring the good parts. For example, at least he can write about something he likes, he can draw a picture, and he will get a treat at the end.

How do Troy's half-empty thoughts probably make him feel and act during the assignment?

He probably feels grumpy and discouraged and will not feel the positive energy that he needs to do his best.

- Have teams do a team huddle to complete part 2 of the worksheet. If the students need help getting started, ask if there is anything positive in the situation that Troy could consider.
- After the students finish, use **Random Reporter** to call on a few different teams to share responses.

At least I get to write about that cool experiment instead of some other subject. And I can draw, which is better than only writing. Once I get it done, we get a treat, so that is something to look forward to.

2 or 3 minutes**Debriefing questions**

- As time allows, have teams do a team huddle to answer the following debriefing questions. Then use **Random Reporter** to call on a few teams to share responses.

Why will Troy have a better day in school if he can learn to use half-full self-talk instead of half-empty self-talk?

What tips could help Troy become more aware of his self-talk?

Are you aware of your own self-talk?

Reflection

5 minutes

2 points



The Big Q:

When could you practice changing half-empty thinking to half-full thinking in school?

Answers will vary. You may wish to give an example of your own to get the students started.

Home Connections

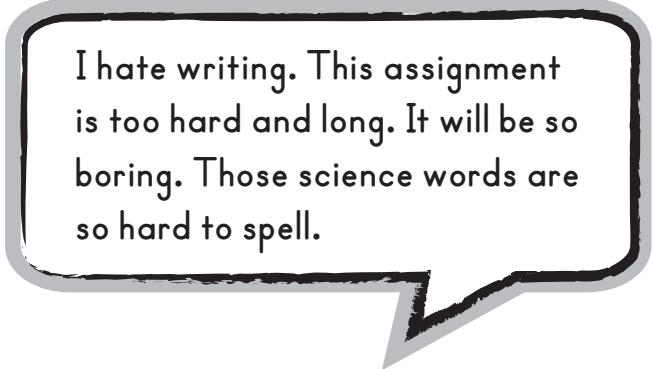
Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Have the students pay close attention to their self-talk and keep a log in their journals of the kind of self-talk they use in school or at home. If the students know the term *eavesdrop*, tell them to eavesdrop on their inner voices! Key times to notice self-talk are when taking a test, when trying something new or difficult, and when doing homework.
- Try using the phrases “seeing the glass half empty” or “seeing the glass half full” in the weeks ahead, and ask the students to listen for them.
- Have the students complete a journal assignment about which view—seeing the glass half full or half empty—they are most likely to take. Ask which view might allow a person a more joyful life and why.
- Have the students complete a journal assignment in which they are asked to teach someone how to see the glass as half full. What would they tell the person and why?
- Ask the students to assess whether characters in literature seem like half-full or half-empty kinds of people. Ask them to predict what kind of self-talk the characters might use.
- Ask the students why the Brain Game Unfortunately, Fortunately is a good one for this lesson on half-empty versus half-full thinking. Help them see that the game invites them to look for the positive side of a situation.

Help Troy with His Half-Empty Thinking

Troy loves science, especially science experiments. But he finds writing difficult. Today his teacher says, “Please write two paragraphs about the science experiment that we did yesterday. You may include drawings if you wish. After you complete the paragraphs, we will have a break for treats.” Troy says to himself:

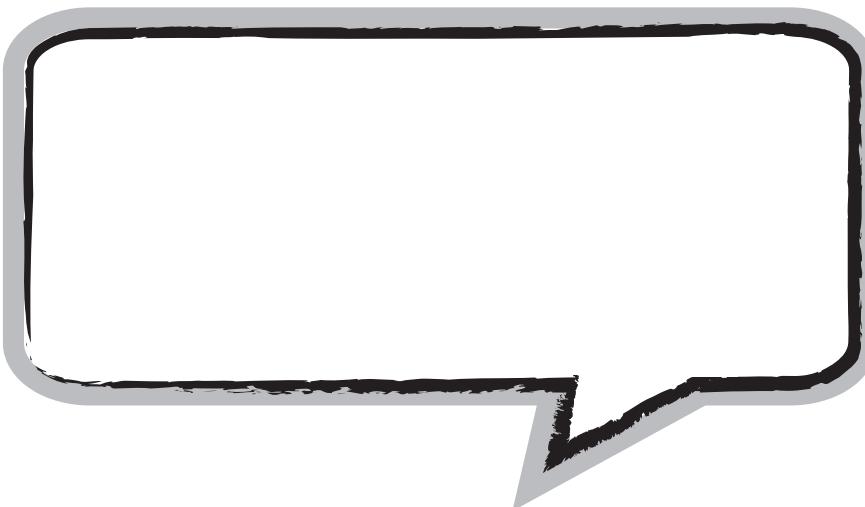


I hate writing. This assignment is too hard and long. It will be so boring. Those science words are so hard to spell.

Part 1: Answer the following questions with your teammates:

1. How do you know that Troy has fallen into the half-empty thinking trap?
2. How do Troy’s half-empty thoughts probably make him feel and act during the assignment?

Part 2: Help Troy change his thoughts to half-full thinking, and fill in the following speech bubble with his half-full thoughts.





Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

Today in Getting Along Together, your child began a new unit called the Power of Positive Self-Talk.

We all talk to ourselves in our heads all the time. Think about a time when you are trying something new or difficult or when you are worried about something; your inner self is probably talking nonstop!

In this unit, the students will learn that positive self-talk calms us down, makes us feel more confident, and helps us to be more successful. The students will become aware of the kinds of words they say to themselves, especially in challenging situations, and will learn to change negative self-talk into positive, encouraging self-talk.

They will also learn how to avoid some thinking traps that we can all fall into that cause unhelpful, negative thoughts. The four thinking traps are: half-empty thinking, the I Can't chant, extreme thinking, and thought-reader thinking (assuming we know what other people are thinking).

Here are a few ways that you can help your child think about these self-talk lessons at home:

- Tell your child about some times when you talked yourself through a difficult situation. For example, a time when you had to learn something new and difficult at work and told yourself, “I can do this. I can learn this if I focus and listen.”
- Tell your child about a time when you talked yourself into not doing well—when you told yourself that you were going to do badly, and you did.
- Help your child eliminate the words “I can’t” and practice saying “I can” instead. For example, instead of saying “I can’t do this homework,” help your child say, “I can start over and try again” or “I can ask someone for help.” Instead of “I can’t shoot baskets,” have your child try, “I can practice hard and get better” or “I can watch how the other kids do it and try that.”
- When you see a character on TV in a difficult situation, ask your child what kind of self-talk he or she thinks that character is using. What would you and your child say to yourselves in that situation?
- In a few weeks, ask your child to tell you about the four thinking traps. Do you ever fall into any of them?
- Challenge yourself and your child to do something hard together, such as twenty sit-ups or learning a complex dance; practice positive self-talk as you work on the challenge, and tell each other what you said and how it helped.

Thank you for your help with this unit.

Sincerely,

Your Fifth-Grade Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Montrell gets one of a few big parts in a play. It is not the part he wanted. He says to himself, "I wanted that other part! I feel so mad because I did not get what I wanted!"

Is there another way Montrell could look at this situation? How could positive self-talk help him feel better? What could he say to himself instead?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Watch out for the I Can't chant!

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 any Brain Game that benefits your class 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 about the second self-talk trap, the I Can't chant, that can contribute to defeating feelings and behaviors.

ADVANCE PREPARATION

- Have the TFB triangle from lesson 1 displayed.
- Prepare a piece of chart paper titled "Watch out for these self-talk traps!" Be prepared to list the first two self-talk traps: half-empty thinking and the I Can't chant. You will add two more traps during the next two lessons.
- Copy the Helping Inez worksheet—one per team. Prepare a copy of the worksheet for the overhead or whiteboard if that helps your class.
- Prepare a chart as follows titled Solutions to Doing the I Can't Chant:
 - I can take a first step.
 - I can watch what someone else does.
 - I can ask questions.
- Note:** Leave room after entries; you will add to the chart during the lesson.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson.
- Introduce the self-talk trap, doing the I Can't chant.
- Stress the importance of using self-talk that is both positive *and* realistic.

Teamwork

- Have the students do the team activity, Helping Inez.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 or 2 minutes

Introduce the lesson, and announce the Big Q.



10 minutes

Explain the I Can't chant.

Make sure your students know what a dart game and a bullseye are.

1. Review the unit's self-talk theme, and announce the Big Q.

- Point to the TFB triangle, and remind the students that self-talk—what we tell ourselves about a situation—affects our feelings and behaviors. Remind the students that we can choose what to say to ourselves to generate more positive feelings and behaviors, although learning to do so takes practice.
- Ask if any students have been more aware of their self-talk in the past week. Call on one or two students to share, and share a quick example of your own.
- Announce the Big Q.

Big Q: The Buddha, a well-known and respected philosopher and teacher, once said, “What we think, we become.” What does this quote mean to you?

2. Introduce the second self-talk trap, doing the I Can't chant.

- Remind the students that in this unit, they are learning about some self-talk traps; ask which trap they learned about last week.

Half-empty thinking, in which we only see the negative in a situation.

- Write “Half-empty thinking” on the chart titled “Watch out for these self-talk traps!”
- Explain that a second self-talk trap that people can fall into is to tell themselves what they *can't do*, not what they *can do*. When a person starts with what he or she *can't do*, it affects how he or she feels and behaves.
- Summarize an experiment that researchers did with sixty people throwing darts at a dartboard. Twenty people were told to say to themselves, “You can do it!” before throwing the darts, another twenty people were told to say nothing to themselves, and the remaining twenty people were told to say, “You cannot do it!” The twenty people who said, “I can do it!” were significantly more accurate in their throws and got closer to the bullseye than people in the other two groups.*

- Ask:

Does this result surprise you? Why or why not?

Take a few responses.

- Use **Buddy Buzz** to ask:

When you think about the TFB triangle, why do you think saying “I can’t do it” possibly hurts the dart-throwers’ performance?

Call on one or two students.

Maybe that negative self-talk made them feel anxious or worried or caused them to lose self-confidence, so it was harder to concentrate. It is harder to do well if you are feeling unhappy or down.

- Explain that the solution for doing the I Can’t chant is to start every challenge with what you *can* do, not with what you can’t do.
- Ask the students to imagine themselves in a difficult situation in school, such as learning a new kind of math or a new game in gym, and their first thought is, “I can’t do this!”
- Show the Solutions to Doing the I Can’t Chant chart, and ask the students to think about how these solutions would help with such a challenge:
 - I can take a first step.**
 - I can watch what someone else does.**
 - I can ask questions.**
- Ask the students to suggest additional phrases that can overcome the I Can’t chant in their challenging situation, and add them to the chart. For example:
 - I can ask for help.*
 - I can practice to improve.*
 - I can get better over time.*
 - I can remind myself of other challenges that I have overcome.*

2 minutes

Explain that effective self-talk is both positive and realistic.

- Introduce the key concept that effective self-talk is both positive and realistic.

- Explain that it is not enough to just say “I can” and expect magical results. Positive self-talk has to be both positive *and* realistic.
- Explain that the students’ inner selves are smart and recognize the difference between realistic and unrealistic self-talk. For example:

The dart throwers who said, “I can do it,” did not all hit the bullseye just by saying the words “I can.” By saying “I can,” they focused and tried to watch and learn from the good throwers around them. They tried to learn from their mistakes, and they got closer to the bullseye than those who said, “I can’t.”

In the same way, when learning a new math concept, saying “I can” doesn’t mean you will understand it right away like magic. But saying “I can” means you are willing to focus, ask questions, watch how others do it, and get better over time.



Teamwork

10-12 minutes

Helping Inez.



1. Introduce the team activity, Helping Inez.

- Give a Helping Inez worksheet to each team. Project a copy on the overhead or whiteboard if that helps your class.
- Have the teams do a team huddle to complete part 1.
- Use **Random Reporter** to call on a few teams to share responses. Make sure they explain their responses thoroughly.
 1. *Inez is using half-empty thinking by saying that she got so many of them wrong. She also got many of them right.*
 2. *She is doing the I Can't chant. She can do some of them; she just needs to learn how to do more of them.*
- Have the teams do a team huddle to complete part 2. Remind the students to look at the Solutions to Doing the I Can't Chant. Also remind them that self-talk needs to be positive and believable.
- Use **Random Reporter** to call on a few teams to share responses.

The teacher knows I tried. I can get some help with the problems that I got wrong. I have been good at math before, so I can be good at it again. I can ask the teacher for help, and maybe I can retake the test. I can ask my friend who is good at math for help.

- Conclude the activity with the following debriefing questions, and use **Random Reporter** to share responses:

Thinking about the TFB triangle, how do you think Inez's new self-talk will affect her feelings and behavior?

What tips could you give Inez to remind herself to use half-full, not half-empty, thinking and to stop her from doing the I Can't chant?

Reflection

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

The Buddha, a well-known and respected philosopher and teacher, once said, “What we think, we become.” What does this quote mean to you?

If we have negative thoughts when we begin a task or a project, those thoughts will affect how we feel and perform, and we won't do a good job. Positive and realistic thoughts allow us to do our best and to feel good about beginning something new or challenging. If we think we can't, chances are that we won't.

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

- Invite the students to illustrate the self-talk traps, half-empty thinking and the I Can't chant, either in their journals or as a class poster. If you are making a poster, leave room for the other two self-talk traps to come.
- Consider reserving five minutes every day, or every few days, for the students to share examples of noticing and changing their self-talk.

* Judy L. Van Raalte and Britton W. Brewer, “Cork! The Effects of Positive and Negative Self-Talk on Dart Throwing Performance,” *Journal of Sport Behavior*, vol. 18, no. 1, (March 1995): 50

Helping Inez

Your team needs to help Inez!

Inez has always been good at math. Now she is learning to multiply fractions. She just got her last test back and got four of the ten problems wrong. The teacher wrote on the paper, “Good try! Come to me for extra help.” Inez says to herself:

I can't do math at all. I got so many of them wrong. I do not understand any of it. I can't be a good math student ever again.

Part 1: What two self-talk errors is Inez making, and how do you know?

- 1.
- 2.

Part 2: What could Inez say to herself instead to feel better and do better in math? Fill in the following self-talk bubble.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Consider making the class goal that no one does the I Can't chant!
 - 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.

The class is learning something new in math. Ike's self-talk is, "This is going to be boring, hard, and stupid." Ina's self-talk is, "I know I can't do this!"

Role-play different, more positive self-talk for each student.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Watch out for extreme thinking!

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 any Brain Game that benefits your class whenever time allows during the day/week.

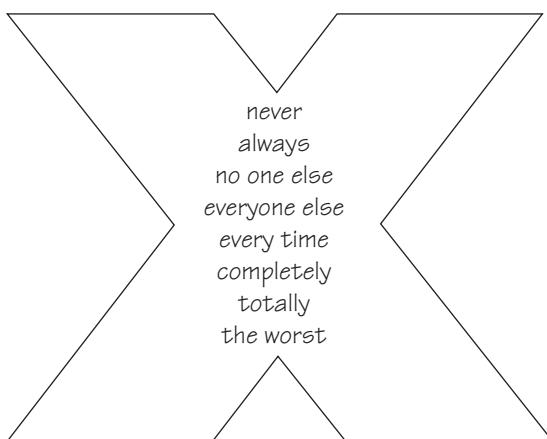
Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn another self-talk trap, extreme thinking, and will learn to replace it with more reasonable, evidence-based thinking.

ADVANCE PREPARATION

- Have the chart of self-talk traps available, and be ready to add to it.
- Prepare a list of extreme, or all-or-nothing, words that the students should learn to avoid in their self-talk. Consider writing them on or around a large X. The words and phrases include: *never, always, no one else, everyone else, every time, completely, totally, and the worst*.



- Copy the X-out X-treme Thinking worksheet—one per team. **Note:** An optional worksheet is included in case the class has time to do both. Prepare a copy of both worksheets for the overhead or whiteboard if that helps your class.
- Prepare the example about Tyree for the overhead/whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson.
- Explain extreme thinking.

Teamwork

- Have the students do the X-out X-treme Thinking activity.
- If time allows, have teams complete the optional X-out X-treme Thinking worksheet.

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.



7–9 minutes

Introduce extreme thinking.



1. Introduce the lesson's theme, and announce the Big Q.

- Remind the students that they have been learning about self-talk traps that can lead to negative, discouraging thoughts. Ask the students to name the two self-talk traps that they already learned.

Half-empty thinking and the I Can't chant.

- Explain that today the students will learn about another self-talk trap, extreme thinking.
- Announce the Big Q.

Big Q: Why would extreme thinking make a person more likely to give up in a challenging situation, such as a sports contest or learning something difficult in school?

2. Introduce extreme thinking.

- Project the following example, and read it aloud.

Tyree's class is having a basketball-shooting contest in gym all week. On Monday and Tuesday, he plays well and sinks most of his shots. On Wednesday, he misses his first three tries, and he begins to feel very frustrated!

- Pause to ask:

What happens to our thinking when we begin to feel frustrated and go up the Feelings Thermometer?

Our thinking is not clear because we have to be calm to think clearly.

As Tyree gets more upset, his unhelpful self-talk begins. “I will never, ever sink a basket. I miss every single time! I am the worst one in the whole class. No one else is having this trouble but me. I will never be able to sink one, and this whole contest is completely ruined.”

- Use **Buddy Buzz** to ask the students what they notice about Tyree’s self-talk. If they need a hint, ask them to look at the kinds of words that Tyree is using, and remind them that they are learning about extreme thinking. Call on one or two students to share responses.

Tyree is using lots of extreme, or very strong, words such as never, every time, worst, and completely ruined.

- Circle the extreme words, and explain that Tyree is using a lot of extreme, or all-or-nothing, words that do not allow a situation to be somewhere in the middle. Highlight the effects of these extreme words:

Not only do these words make a situation seem worse than it really is, but they are also not usually true.

- Explain that when we think this way, we have to be detectives and ask, “Where is the *evidence* for this thinking?” Have the students look back at Tyree’s situation, and ask them if there is evidence to support his self-talk.

Does he *always* miss? Does he know that he is the *worst*? Does he know that the rest of the week is *completely ruined*?

Call on one or two students.

No, he does not always miss; he sank baskets on Monday and Tuesday. Gym class may be disappointing, but that does not mean the rest of the week is ruined. He is probably not the worst one in the class, and he has no idea whether other students are also struggling.



- Show the pre-made list of extreme words, and summarize that the following words are clues that we are using extreme thinking: *never, always, every time, no one, everyone else, and the worst....*
- Explain that we need to substitute extreme words with words that are more positive, accurate, and in the middle, like *sometimes, this time, or next time*.
- Highlight the differences in the following self-talk examples:

I never, ever sink a basket. vs. Sometimes I miss; sometimes I sink it.

I never, ever sink a basket. vs. This time I missed, but last time I made the shot.



- Have teams do a team huddle to brainstorm more encouraging, hopeful, and believable self-talk for Tyree. Use **Random Reporter** to call on one or two teams to share responses.

I am not playing well this time, but I know I can do better because earlier in the week I sank more baskets. The contest goes until Friday, so I still have time to practice or get help so I play better next time. What was I doing on Monday that I am not doing today?



- Add “Extreme thinking” to the chart of self-talk traps.

Teamwork

5–7 minutes

Complete part 1 of the team worksheet.



- Teams complete part 1 of the X-out X-treme Thinking worksheet.

- Pass out one worksheet to each team. Have the students do a team huddle to complete part 1. Project the worksheet on the overhead if that helps your class.
- Use **Random Reporter** to ask a few teams to share the extreme words that they crossed out.

Impossible, complete disaster, terrible, everyone, worst, really dumb.

- Have teams do a team huddle to discuss the following:

One problem with extreme thinking is that it is often wrong. Be detectives, and identify what Caprice is thinking that is not supported by evidence.

- Use **Random Reporter** to call on one or two teams to share responses.

Caprice is not a terrible speller; she usually does very well in spelling. She knows that she got the first few right, so they are not all impossible. She has no idea how well she or anyone else will do. Not doing a great job on one test does not mean she is dumb.

5–7 minutes

Complete part 2 of the team worksheet.

- Teams complete part 2 of the X-out X-treme Thinking worksheet.

- Have the students do a team huddle to replace Caprice’s extreme thinking with more neutral and accurate thinking.
- Use **Random Reporter** to call on a few teams to share responses.

These words are hard, and I might not do as well as I usually do. I can ask the teacher if I can take it again if I do badly. I am usually good at spelling, but not so good today. When other kids do badly on a test, they get a second chance.

- Have teams do a team huddle to discuss the following:

Think about the TFB triangle, and tell how Caprice’s new self-talk will help her feel and act as she takes the test.

- Use **Random Reporter** to call on one or two teams.

She will feel less anxious and worried. She will calm down and be able to think more clearly, so she will probably do better on the test. Even if she does not get a great grade on the test, she will feel more hopeful about how to fix the problem.

3. Optional: If time allows, complete the second worksheet, as a class or as an individual journal exercise.

Extreme words: ruined, worst, never, always, everyone, nothing, disaster, terrible.

Positive and accurate self-talk: Art is not going well today. I am not pleased with this project so far. I wonder if the teacher or a classmate could help me fix it up. I have helped other kids before, so maybe they can help me today. I am usually a good artist, and my painting is in the principal's office, so today is just an off day.

Reflection

5 minutes

2 points



The Big Q:

Why would extreme thinking make a person more likely to give up in a challenging situation, such as a sports contest or learning something difficult in school?

Extreme thinking makes a situation feel worse than it probably is, so being successful seems harder to achieve. Words like never and always make a situation sound hopeless and overwhelming. Thinking that what happens one time will happen every time is very discouraging. In-the-middle thinking is more realistic and helps us see that what happens one day will not necessarily happen every day.

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 set aside time for the students to share examples of being aware of their self-talk traps and making changes accordingly.
- Have the students illustrate the concept of extreme thinking on the class self-talk poster or in their journals.
- Complete the optional X-out X-treme Thinking worksheet if you did not have time to do it during the lesson.
- If you hear the students using extreme words, point them out, and encourage the students to choose more realistic, in-the-middle words.

X-out X-treme Thinking

Caprice has always been good at spelling. Today she is taking a hard spelling test on all the vocabulary words from her science unit. She knows that she got the first few words right, but then she begins to struggle. She starts to feel nervous and says to herself:

These words are impossible. I will never get any of them right. This test is a complete disaster, and I am going to get a terrible grade. Everyone in the class will get a better grade than I will. I am the worst speller in the class and really dumb.

Part 1:

With your teammates, put an **X** through all the extreme words that Caprice is using.

Part 2:

Now help Caprice replace her extreme self-talk with positive and accurate self-talk.

X-out X-treme Thinking (optional)

Isaiah loves art. Last month his painting was picked to hang in the principal's office. Today he is in art class, and everyone is making a sculpture out of craft sticks, cardboard, and glue. Isaiah had a great idea for his project, but the glue will not hold it together, and it keeps falling down. At the end of class, he has a messy pile of sticky craft sticks and no sculpture.

Isaiah says to himself:

This day is ruined! My project is the worst one in the class. I will never be able to get it to work. These problems always happen to me. Everyone is laughing at my mess, and they will talk about me all day. There is nothing to do to fix my project; this is a disaster. The teacher is going to think I am a terrible artist.

Part 1:

With your teammates, put an **X** through all the extreme words that Isaiah is using.

Part 2:

Now help Isaiah replace his extreme self-talk with positive and accurate self-talk.

Tyree's class is having a basketball-shooting contest in gym all week. On Monday and Tuesday, he plays well and sinks most of his shots. On Wednesday, he misses his first three tries, and he begins to feel very frustrated!

As Tyree gets more upset, his unhelpful self-talk begins. “I will never, ever sink a basket. I miss every single time! I am the worst one in the whole class. No one else is having this trouble but me. I will never be able to sink one, and this whole contest is completely ruined.”

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

The first time Latoya tries a division problem in front of the class, she gets it wrong. She says to herself, "I will never be able to do division. I am the worst math student in the class. This is the worst day I have ever had!"

What self-talk traps did Latoya fall into? Role-play more positive self-talk for her.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Watch out for thought-reader thinking!

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 any Brain Game that benefits your class 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 and avoid the self-talk trap called thought-reader thinking. This trap occurs when a person presumes to know what other people are thinking or will do in the future.

ADVANCE PREPARATION

- Prepare the example of Elton using thought-reader thinking for the overhead/whiteboard.
- Copy the Fabi the (Not-Very-Good) Thought Reader worksheet—one per team.
- Prepare the worksheet for the overhead/whiteboard, if that helps your class.
- Optional: Gather fun props that are suggestive of a mind reader or fortune teller. If you have a glass orb, crystal ball, a head scarf, or anything else that fits the part, plan to use it during the lesson.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson's theme, the fourth self-talk trap, thought-reader thinking.
- Define thought-reader thinking.
- Explain self-talk reminder time.

Teamwork

- Have the teams complete the Fabi the (Not-Very-Good) Thought Reader worksheet.

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.



3–5 minutes

Illustrate the difficulties in fortune telling.

Some students may say that they know people who do indeed possess these powers. You can say that some people may, but most of us do not, and problems arise when we think we have these powers.

5 minutes

Define thought-reader thinking.

- Introduce the lesson's theme, and announce the Big Q.

- Explain that today the students will learn about a final self-talk trap, but do not give it a name yet.
- Announce the Big Q.

Big Q: Why is learning to use positive, encouraging self-talk a good example of thinking flexibly?

- Introduce the fourth self-talk trap, but do not give it a name yet.
 - Announce that you can read minds and predict the future and that you will demonstrate this. Use any props that you have selected.
 - Choose a student, and make a show of pretending to read his or her thoughts by rubbing your head or getting vibes from the student's head. Then, announce that you know that he or she is thinking about _____. (Say something very unlikely, such as "big green dinosaurs" or "a big pot of spaghetti.") When you get it wrong, try again with another student (again getting it wrong).
 - Next, attempt to predict the future. Ask a student to write down the next movie that he or she plans to see (or any question that works in your classroom). Make an inevitably wrong prediction. Repeat the activity with another student if time allows.
 - Ask the students:

I thought I could read minds and predict the future, but I am not doing a very good job. Why not?

People can't read other people's minds or predict the future, except on TV or in books.

- Say:

You are right that we cannot read minds or predict the future, but sometimes we fall into a trap in which we act like we can read minds and predict the future. We call that trap thought-reader thinking.

- Explain thought-reader thinking.

- Explain that we are using thought-reader thinking when we decide that we know what someone else is thinking or what that person is going to do next, even though neither is possible.



- Project the example on the overhead, and read it aloud with the class.

Elton makes a mistake in reading and reads the word museum as music. Some kids giggle. His self-talk is “I know Ryan and Montell think I am so dumb. I know they will talk about me, and then the other kids won’t want me on their team. The teacher is writing something down. I bet she is going to put me in a different reading group.”

- Use **Buddy Buzz** to ask the students what kind of thought reading Elton is doing. What does he think he knows? What is he predicting?

Call on one or two students.

He thinks he knows that his classmates think he is dumb, that kids won’t want him on their team, and that the teacher is going to put him in a different reading group.

- Explain that as with extreme thinking, we have to be our own detectives and look for *evidence* that supports our thinking. Ask the following questions, pausing for the students to say yes or no as a class.

Is it possible that some students did not even hear his mistake?

Yes.

And if a few students laughed, does that mean everyone is laughing?

No.

Is it possible that some students feel sorry for him—feel empathy for him—because they have made similar mistakes?

Yes.

Is there any evidence that the teacher plans to have him change reading groups?

No.



- Have teams do a team huddle to brainstorm more encouraging, hopeful, and believable self-talk. Use **Random Reporter** to call on one or two teams to share responses.

Everybody makes mistakes. Some people laughed, but not everybody. The kids who are nice and caring won’t make fun of me; they probably feel sorry for me. Someone did the same thing yesterday. She still has friends, and she did not get moved to a different reading group. No one even remembers her mistake anymore. The teacher could have been writing down something that has nothing to do with me.

- Add “Thought-reader thinking” to the self-talk traps chart.

4. Introduce self-talk reminder time.

- Explain that before tests and when learning new or challenging material, you will give the students time to check their self-talk and be sure that it is positive and believable and does not include any of the thinking traps.
- Make a note to remind yourself to do that!

1 minute

Describe self-talk reminder time.



Teamwork

10-12 minutes

Team worksheet



If the students wish to write down their responses, they can use the back of the worksheet.

1. Have teams complete the worksheet titled Fabi the (Not-Very-Good) Thought Reader.

- Project the worksheet on the overhead or whiteboard if that helps your class.
- Give teams time to read the situation and use a team huddle to answer the first question.
- Use **Random Reporter** to call on a few teams to share responses.

She is predicting that she will not get the part and won't even get in the play at all. She thinks she knows what the teacher is thinking and whom the teacher will pick for the part. She is predicting that Kayla said, "PU," even though she does not know. And she is predicting that everyone on the bus is going to make fun of her even though most of them were probably not at the tryouts.

- Have teams do a team huddle to answer the second question. Use **Random Reporter** to call on a few different teams to share responses.

Fabi knows that the teacher thought she was good in the play last year. In this year's tryouts, she knows she did a very good job until the very end. She knows that some kids laughed, but she does not know how many or even why. She knows that someone said, "PU," but she does not know who.

- Have teams do a team huddle to answer the third question. Use **Random Reporter** to call on a few different teams to share responses.

I did a good job remembering all my lines. I did not forget any words; I just got one word mixed up. Some kids laughed when I said the wrong word, but it was funny, so they were not really laughing at me, just at what I said. Someone said, "PU," but I do not know who, and it is not my problem. A few of the kids might tease me, my friends will help me. I will just have to wait until the teacher makes her decision.

- Use a team huddle to debrief the activity, asking:

Can anyone think of an example of a time when you were in a situation similar to Fabi's? How did your self-talk help or hurt you?

- Use **Random Reporter** to call on a few teams to share responses.

Reflection

5 minutes**2 points**

If the students need help getting started, remind them about the half-empty or half-full example from lesson 1. Half-empty thinkers need to learn to switch their thinking to half full.

The Big Q:

Why is learning to use positive, encouraging self-talk a good example of thinking flexibly?

Cognitive flexibility is about learning to think in a different way. We want our brains to be flexible like a rubber band and being able to change our own thoughts is a way to be cognitively flexible. If you switch your thinking from feeling that the glass of water is half full, not half empty, that is using cognitive flexibility. There is usually more than one point of view, so we can switch our thinking from an unhelpful point of view to a helpful one. Switching from the I Can't chant, extreme thinking, and thought-reading thinking to more positive self-talk are all examples of flexible thinking.

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

- Give the students the following writing prompt as a journal assignment: A time that I changed from unhelpful, discouraging self-talk to helpful, encouraging self-talk was...
- Invite the students to create a self-talk cheer.
- Invite the students to illustrate the final thinking trap, thought-reader thinking, on the class self-talk poster or in their journals.
- Give the students the following as a discussion or writing prompt: What would the classroom be like if people could indeed read minds and predict the future? What would the pros and cons of that situation be?
- Ask the students for examples in books or movies of anyone making one or more of these self-talk errors. What would they tell the character to do instead?

Elton makes a mistake in reading and reads the word museum as music. Some kids giggle. His self-talk is:

I know Ryan and Montell think I am so dumb. I know they will talk about me, and then the other kids won't want me on their team. The teacher is writing something down. I bet she is going to put me in a different reading group.

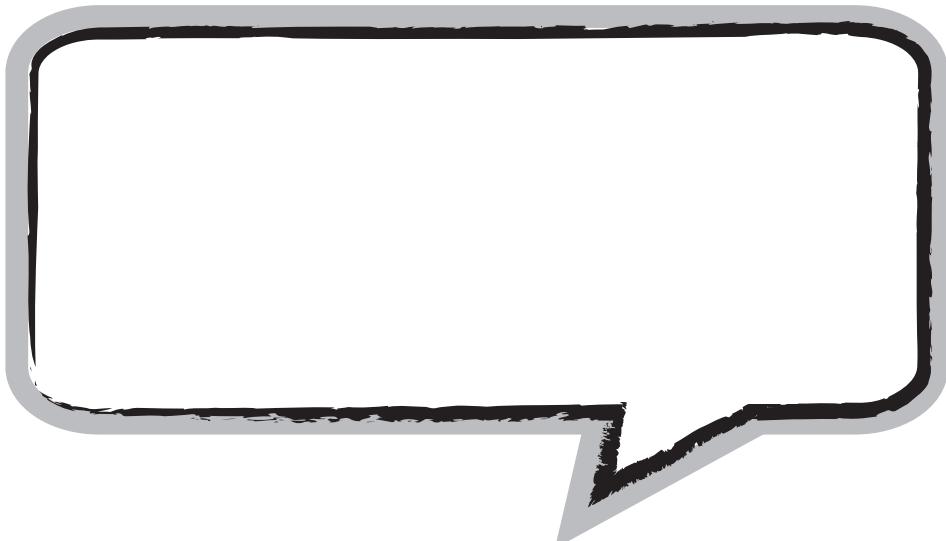
Fabi the (Not-Very-Good) Thought Reader

Fabi was in a play last year, and she did a good job. This year she is trying out for a bigger part, and she has memorized a long speech. Fabi makes no mistakes until she gets to the last line. She is supposed to say, “And so my King, that is where the dragon dwells,” but instead she says, “And so my King, that is where the dragon smells.” A few students laugh, and she hears someone say, “PU!”

Fabi says to herself:

I won’t get the part now. I bet I am not even in the play at all. The teacher thinks I am a bad actor and is going to pick Kayla instead of me. Kayla was probably the one who said, “PU,” to get other kids to laugh. Everyone on the bus home is going to make fun of me.

1. What is Fabi’s thought-reader self-talk?
2. Be a detective! What *facts* about this situation does Fabi know for sure?
3. Rewrite Fabi’s self-talk so it is helpful and believable.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Sherri misses a basket for her team. She says to herself, “Raven will never pick me to be on her team again. She probably won’t sit with me at lunch, and I bet Shelby and Tia are whispering about me!”

What self-talk trap is Sherri falling into? Role-play more positive self-talk for Sherri.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Strategies for Using Positive Self-Talk

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 four steps to help them recognize negative self-talk and replace it with positive self-talk, and four tips for changing negative self-talk to positive. Students will also assess their own self-talk vulnerabilities.

ADVANCE PREPARATION

- Prepare the Steps for Recognizing Negative Self-Talk and Replacing it With Positive Self-Talk chart and the Tips for Replacing Negative Self-Talk With Positive Self-Talk for use on the overhead/whiteboard.
- Copy the Self-Talk Self-Assessment form—one per student.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson with a brief review of self-talk traps.
- Introduce the four steps to recognizing negative self-talk and replacing it with positive.
- Introduce the four tips for replacing negative self-talk with positive self-talk.

Teamwork

- Introduce the self-talk self-assessments.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 or 2 minutes

Introduce the lesson, and announce the Big Q.



5 minutes

Introduce the four steps for recognizing negative self-talk and replacing it with positive.



1. Introduce today's theme, and announce the Big Q.

- Remind the students of the TFB triangle and how critical our thoughts and self-talk are to the way we feel and act.
- Remind the students that they have learned four self-talk traps to avoid; ask the students to name them.

Half-empty thinking, doing the I Can't chant, extreme thinking, and thought-reader thinking.

- Explain that today the students will learn four simple steps for replacing negative self-talk with positive self-talk.
- Announce the Big Q.

Big Q: Why is positive self-talk one of our tools for teamwork?

2. Introduce the four steps for recognizing negative self-talk and replacing it with positive.

- Project the four steps (covering up the Tips section for now), and introduce them as follows:
 1. Catch the negative.
 2. Stop and think.
 3. Calm down and breathe.
 4. Replace.
- Explain each step as follows:

Catching the negative is an important part of this unit. Often, we are not even aware of our self-talk, even though it has such a big role in how we feel and act. Hopefully, these self-talk lessons have made you more aware of what you say to yourself and the four thinking traps.

Stop and think is a phrase we use a lot in Getting Along Together. We practice stopping ourselves and thinking about what to do next all the time, rather than just continuing to do what only makes a problem worse. When we are using unhelpful self-talk, we need to stop and think about what to do instead.

“Calm down and breathe.” Remember the TFB triangle? The negative self-talk can make us upset or anxious, and breathing can help us come down on the Feelings Thermometer. We can only think clearly if we are calm.

“Replace.” We replace the negative self-talk with positive, believable, and realistic self-talk.

5–7 minutes**Introduce the self-talk tips.**

3. Project the four tips for replacing negative self-talk with positive self-talk.

Tip 1: Toss out negative words, and toss in positive words.

Ask the students for examples of negative words that they learned in previous lessons.

Toss out: never, always, “I can’t,” “everyone else,” and “no one else.”

Toss in: “I can,” “I can try,” “I can take a first step,” “I know I can handle this because...,” “some times,” “next time.”

Tip 2: Keep self-talk believable and realistic.

Remind the students that their inner selves are smart and need to hear realistic, sensible self-talk. For example:

If you are trying to get better at basketball, instead of saying “Next time I will be the best player on the team,” say, “I will practice, and the next time we play, I will be better.”

Tip 3: Turn negative statements into questions.

For example, instead of saying, “I will never hit this baseball,” ask, “How can I get better at hitting the baseball?”

Tip 4: Be your own best friend.

Ask yourself, “What would I tell a friend who was thinking these negative thoughts?”

4. Add “Positive self-talk” to the Tools for Teamwork. Also point out that the self-talk steps and tips are on the GAT strategy cards.

Teamwork

10 minutes**Complete and debrief the self-assessments.**

1. Ask the students to complete the Self-Talk Self Assessment forms.

- Hand out the self-assessments, one per student, and ask the students to complete part one.

- Ask teams to compare forms and debrief with the following questions:

Are there any traps that no one ever falls into?

Are there any that most people fall into at least sometimes?

- Poll the class to see if there is one trap to which most of the students are prone, and consider some ways the whole class can work on avoiding that trap. For example, maybe the whole class could have a special signal whenever someone says, “I can’t,” to remind the person to begin with “I can.”
- Ask the students to complete part 2 of the assessment, referring to the self-talk tips. If the class needs help getting started, consider sharing an example of your own such as “When I have to give a presentation in a teachers’ meeting, I sometimes tell myself that everyone will think it is boring and confusing.”
- When the students finish part 2, ask them to share their answers with teammates. Use **Random Reporter** to have teams share responses.

Reflection

5 minutes**2 points****The Big Q:****Why is positive self-talk one of our tools for teamwork?**

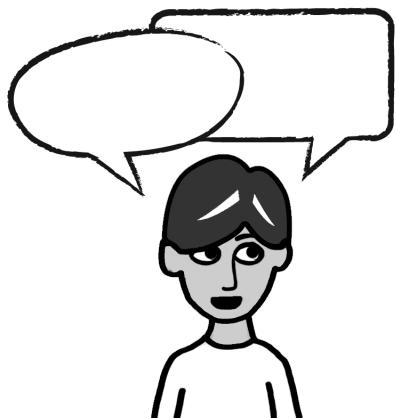
All teams do better when teammates are thinking clearly and feeling hopeful and positive in the classroom. Negative self-talk and thinking traps make people feel like giving up or make them too anxious to do well, which hurts the whole team. Positive self-talk is like giving kind and encouraging words to yourself, and that is one of our team cooperation goals. So teams benefit when each teammate gives kind and encouraging words to himself or herself and to one another.

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

- Invite the students to create a sign or icon for using positive self-talk to post on the Tools for Teamwork.
- Invite the students to design and illustrate a poster for the tips for changing negative self-talk into positive self-talk.
- Offer the students practice turning their negative statements into questions. For example, if a student says “I always lose at tetherball,” help him or her learn to ask, “How can I get better at tetherball?”
- Remember to give the students time to assess and adjust their self-talk before tests and other challenges.
- Positive self-talk is especially helpful in sports and competitions. As a writing assignment, ask the students to pretend that they are the coach of a major league team or an athlete or a dancer of their choice; what self-talk tips would they give the player or performer?
- In fourth-grade Getting Along Together, students read *Wilma Unlimited*, the story of Wilma Rudolph, in the context of self-talk. Consider rereading it or other books in which real people face tremendous adversity, such as racism, physical challenges, or poverty, and ask the students to think about what these individuals said to themselves to sustain their determination and resilience.

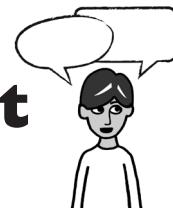


Steps for Recognizing Negative Self-Talk and Replacing It With Positive Self-Talk

1. Catch the negative.
2. Stop and think.
3. Calm down and breathe.
4. Replace.

Tips for Replacing Negative Self-Talk With Positive Self-Talk

- Tip 1: Toss out negative words, and toss *in* positive words.
- Tip 2: Keep self-talk believable and realistic.
- Tip 3: Turn negative statements into questions.
- Tip 4: Be your own best friend.



Self-Talk Self-Assessment

Part 1

1. How often do you use half-empty thinking?

Never

Sometimes

Often

2. How often do you start off with “I can’t” instead of “I can”?

Never

Sometimes

Often

3. How often do you use extreme thinking?

Never

Sometimes

Often

4. How often do you use thought-reader thinking?

Never

Sometimes

Often

Part 2

Think of a situation in school in which you might fall into one or more of the self-talk traps. Describe the situation below, and tell which traps you might fall into.

Now imagine going through the following steps:

- 1. Catch your negative self-talk.**
- 2. Stop and think.**
- 3. Calm down and breathe.**
- 4. Replace! What will you tell yourself instead?**

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Since this lesson concludes the self-talk unit, ask the students to give one another school-based situations in which someone might be about to fall into a self-talk trap; then ask for examples of how that person could use positive self-talk to avoid the trap. If necessary, ask them to imagine studying for a hard vocabulary test or striking out in an important baseball game.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

30 minutes

BRAIN WORKOUT #3



Memory Practice

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 review and practice strategies for remembering and assess their own progress and goals in that cognitive area.

ADVANCE PREPARATION

- Be sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Be sure that the students have access to their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- Have the deck of Brain Game Cards available.
- Copy the King Tut article—one per student.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson, and announce the Big Q.
- Review the Memory Brain Games and memory strategies.

Teamwork

- Introduce the team memory game, What was in the gloom of King Tut's tomb?
- Introduce the journal activity.

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.

- Point to the Train Your Brain! poster under the Tools for Teamwork, and explain that today is another brain workout in which the students take their brains to the gym. This time they will strengthen their memory muscles.
- Announce the Big Q.

Big Q: Other than today's lesson, when was a recent time that you were proud of yourself for remembering something difficult? What did you remember, and how did you do it?

3 or 4 minutes

Review the Memory Brain Games and memory strategies.

2. Review the Memory Brain Games and the memory strategies.

- Ask the students to use their memory muscles and name some Memory Brain Games.

Who Moved?; Find and Remember; On My Pizza, I Like; What Is Missing?

- Remind the students about the memory lesson called Need to Remember? Write It Down that they had in the first week of school. Use **Buddy Buzz** to ask the students to share what they remember from the lesson and why it had that title.

The lesson stressed taking notes, using a graphic organizer and a highlighter, and studying the notes to remember important facts.

- Remind the students that taking notes is one memory strategy and that there are others. Ask them to get out their GAT Strategy Cards and review and define each memory strategy with their partners.
- Display the strategy card on the overhead, and clarify the strategies as necessary.

P

Teamwork

15 minutes**King Tut memory activity**

Consider awarding bonus points for remembering detailed descriptions of each item.

**5 minutes****Journal activity**

Check the students' progress and have them share their results. Also consider setting a memory goal in Class Council.

1. Introduce a team memory game called What was in the gloom of King Tut's tomb?
 - Pass out the King Tut article to each student.
 - Explain that you are going to read an article about King Tut's tomb. The students will follow along on their own copies. Remind the students that this lesson is about memory, and they will need their memory strategies to remember as many items that were found in the tomb as possible.
 - Explain that the students who remember ten items earn 1 point; the students who remember more earn bonus points (at your discretion).
 - As you read, the students can underline, take notes, reread, etc. After you finish reading, give them about 30–45 seconds (use your discretion) to commit to memory the list of items found. Remind the students to check the memory strategies on their GAT Strategy Cards.
 - Remind the students to ask questions if they do not comprehend any items that they need to remember, and allow time for them to do so.
 - Ask the students to put away everything and turn over the King Tut paper.
 - Give the students about 1 minute to list as many items as they can remember. The students should complete the task individually, but each student can earn points for his or her team.
 - Debrief the activity by asking how many students remembered all or most of the seventeen types of objects listed. Ask them to share their memory strategies with their teams.
 - Use **Random Reporter** to have teams share their strategies.
 - Remember to award team points.
2. Introduce the journal activity.
 - Ask the students to look in their journals at the entry that they made in unit 1, lesson 5, in which they were asked to record one new memory strategy that they wish to try this year. Ask the students to share with teammates about whether they have used that strategy, and if so, when and how.
 - Ask the students to think of a personal memory challenge in which they would like to improve, such as remembering homework, vocabulary words, or facts from social studies.
 - Ask teammates to help each other identify a goal and the strategies that they will use to achieve the goal. Have the students record their goal and strategies in their journals.
 - Tell them that they will review their goals and progress in the weeks ahead.

Reflection

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

Other than today's lesson, when was a recent time that you were proud of yourself for remembering something difficult? What did you remember, and how did you do it?

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

- If the students need to remember something over a few days, such as to bring in a parent form, ask them *how* they plan to remember it. What strategy will they use?
- Give the students a quote, a nonsense phrase, or a long number to remember over a few days. Make sure they can articulate a memory strategy or two, and then ask them to recall the information a few days later.
- Ask the students to memorize a poem or limerick. If you do this over the course of the school year, the poems or limericks can get longer and more challenging. Debrief the memory strategies that the students use.
- Play the memory game in which you give a word and have the students switch out some letters to come up with a new word, without using pencil and paper. For example, give the word *store*. Ask them to change the *o* to an *a* and the *t* to an *h*. What is the new word? *Share*. Make the game harder by requiring more steps to arrive at the new word.
- Use the King Tut worksheet to practice identifying and remembering key facts. Reread the opening paragraph about Howard Carter to the class as they follow along. They can underline, take notes using a graphic organizer, or reread. Identify some key words for them to look for as they read or take notes.

Give the students time to commit the facts to memory and to ask any clarifying questions. Then ask them to put away everything and turn over the King Tut paper.

Ask the following four questions:

What was the first name of the man who discovered the tomb?

What country was King Tut from?

Why did Mr. Carter think there might be many treasures in the tomb?

What year did Mr. Carter make his discovery?

What was in the gloom of King Tut's tomb?



In 1922, a man named Howard Carter discovered the enormous underground burial place of an Egyptian king named King Tutankhamen, called King Tut for short, who died over 3,000 years ago. The ancient Egyptians believed that the dead needed to be buried with everything they might need in the afterlife. As you can imagine, a rich king would have many belongings put in his burial chamber, so Howard Carter was very excited to see what might be in that dark, gloomy space that had been sealed up for thousands of years. Mr. Carter was not disappointed! When he poked his flashlight into the final chamber, he saw treasure beyond his wildest dreams!

Following is a list of some of the items that were found in the tomb. **How many items can you remember? Use your memory strategies!**

a throne of gold

a trumpet

a golden chair with feet like cat paws

a few beds, one of which folded up

couches

seven oars so King Tut could row himself over a river to the afterlife

chests of gold jewelry

a stone toilet seat

toy ships

board games

bows and arrows

golden daggers

four gold containers holding King Tut's liver, lungs, stomach, and intestines

chariot

feather fans

animal statues

two life-size statues of King Tut

30 minutes Brain Workout #3

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Review how the class is doing in the area of memory. Make a memory goal if that would help your class.
 - 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.

Consider giving the class an actual poem to memorize, and debrief the strategies that the students used.

Shatyra needs to memorize a poem to recite at a school assembly.

What are some memory strategies that you could suggest to Shatyra?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Unit 5: Hurdles to Teamwork

UNIT OVERVIEW

Unit Focus

In this seven-lesson unit, the students will learn strategies to overcome teamwork hurdles, behaviors that get in the way of learning together and being a strong team. The hurdles include previously learned concepts, such as excluding others, interrupting, not waiting, and using trouble talk, in addition to two new hurdles, team discussion problems (e.g., dominating the discussion, putting down other teammates' ideas) and bragging. Throughout the unit, the students will learn and practice strategies to master better self-control and further develop their empathy and interpersonal skills to avoid these hurdles. The students will learn the importance of the Cool Rule, treat others the way you want to be treated, and will discuss how the classroom community can ensure that these hurdle behaviors are not tolerated. The students will review the following Getting Along Together skills in relation to jumping the hurdles to teamwork:

- team cooperation goals;
- conflict solvers;
- Stop and Stay Cool;
- “I” Messages;
- empathy skills; and
- stop and think skills.

Unit Outcomes

Students will:

- understand the value of the community and of each member within it and how their actions affect the community;
- identify actions and exhibit behaviors that foster friendship and teamwork;
- identify actions that are hurtful and understand why they are inappropriate;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- express emotions to others in effective ways;
- take action to correct hurtful situations;

- control inappropriate responses in favor of more appropriate behavior;
- identify the feelings of others;
- discuss appropriate and inappropriate responses to hurtful behaviors;
- identify ways to help and encourage others to eliminate hurtful behaviors;
- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives; and
- use consequential thinking to consider outcomes of a variety of possible solutions to a problem.

Books Used in Unit:

Trouble Talk by Trudy Ludwig

Nobody Knew What to Do by Becky Ray McCain

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: Play any Cognitive Flexibility game that will benefit your class 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 brainstorm classroom hurdles and learn the Cool Rule as a tool for teamwork.

ADVANCE PREPARATION

Note: If eight weeks have passed since you last changed teams, please change your team groupings. Prior to this lesson, create preplanned teams using techniques described in the teacher's guide to organize the students into new teams. Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.

- Prepare a sentence strip with the unit title, Hurdles to Teamwork.
- Read Aesop's fable, *The Lion and the Mouse*, ahead of time. Be prepared to paraphrase it.
- Prepare a sentence strip that says, "Use the Cool Rule: Treat others the way you want to be treated." Be prepared to post this strip under the Tools for Teamwork. **Note:** Keep the Cool Rule posted during the entire unit because each lesson will refer back to it.
- Have the Hurdles to Teamwork poster displayed.
- Have a dry erase marker available to label the hurdles.
- Make sure the Class Council suggestion box is available throughout the unit for the students to write down their observations of hurdles that need to be discussed during Class Council.
- Prepare the Cool Conclusions story cards for the overhead or whiteboard.
- Copy and cut out sets of the four Cool Conclusions story cards—one set per team.

- Sign and copy the Parent Peek letter—one per student.
- Copy and cut out the Home Connections tickets—one per student. **Note:** You may want to remind the students that they can complete their Getting Along Together homework on loose-leaf paper if they can't find their tickets.

Agenda

Active Instruction

- Introduce the new unit's theme, hurdles to teamwork, and have the students brainstorm typical classroom hurdles.
- Tell Aesop's fable, *The Lion and the Mouse*, and draw out the lesson in it. Use the fable as a way to introduce the Cool Rule.
- Review the Cool Rule, and relate it back to the fable.

Teamwork

- The students will use the Cool Rule to write conclusions to stories.

Reflection: Ask the Big Q.

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

Active Instruction

3 minutes

Introduce the unit.

1. Introduce the new unit's theme, hurdles to teamwork.
 - Make sure the students know what a hurdle is. If the students do not remember what a hurdle is, remind them that it is something that gets in the way, an obstacle.
 - Explain that this new unit will be about hurdles to teamwork—behaviors that get in the way of teams working well together.

Note: For the students who are new to Getting Along Together, you may need to further explain the meaning of hurdles to teamwork.

- Post the unit's title somewhere in the room.
- Use **Think-Pair Share** to ask:

What are some hurdles to teamwork in our classroom? What gets in the way of teams working together effectively?

Accept reasonable responses, for example, interrupting and teasing.

Chart student responses on the board.

- Display the Hurdles to Teamwork poster.

- Use the dry erase marker to write one hurdle on each of the hurdle signs:
 - a. Team discussion problems
 - b. Bragging
 - c. Trouble talk
 - d. Excluding others
- As you write, briefly explain that these are the hurdles we will discuss in the unit. Make a connection between the hurdles that the students have suggested and the hurdles that you are writing on the poster.
- If the hurdles that the students have brainstormed are completely different from those that will be discussed in the unit, write them on the additional blank hurdle signs on the poster, and add more if necessary. Some additional hurdles to teamwork might include blaming others or getting even.

Note: You may want to think of ways to teach the additional hurdles that the students brainstorm that will not be addressed in this unit.

5 minutes

Tell Aesop's Fable.

2. Tell Aesop's fable, *The Lion and the Mouse*, as a means of introducing the Cool Rule.
 - Explain that you will tell a story that has a lesson in it. This lesson will help the students jump the hurdles to teamwork.
 - Tell the students that Aesop was a famous teacher and storyteller who told fables. Fables are stories that teach a lesson and end with a moral message.
 - Rephrase the following Aesop's fable in your own words, and tell it so your class will best understand the story.

The Lion and the Mouse is a favorite Aesop's fable.

A Lion asleep in his lair was woken up by a Mouse running over his face. Losing his temper he seized the mouse with his paw and was about to kill it. The Mouse, terrified, asked him to spare its life. "Please let me go," it cried, "and one day I will repay you for your kindness." The idea of so insignificant a creature ever being able to do anything for him amused the Lion so much that he laughed aloud, and good-humouredly let it go. But the Mouse's chance came, after all. One day the Lion got entangled in a net which had been spread for game by some hunters, and the Mouse heard and recognized his roars of anger and ran to the spot. Without more ado it set to work to gnaw the ropes with its teeth, and succeeded before long in setting the Lion free. "There!" said the Mouse, "you laughed at me when I promised I would repay you: but now you see, even a Mouse can help a Lion."

(From: www.gutenberg.org/files/11339/11339-h/11339-h.htm)

- Discuss how the lion and the mouse treated each other in the story.
- Ask:

What do you think the lesson, or the moral, is in this fable?

One possible lesson is: a real friend is one who is there when you need him the most. Another moral of the fable is: treat people the way you want to be treated because you never know when you will need help.

2 minutes**Introduce the Cool Rule, and announce the Big Q.**

The students were taught the Cool Rule in grades 1–4, so this should be a review. For any new students you may want to discuss the Cool Rule a bit more.

**3. Review the Cool Rule.**

- Highlight the idea that the two animals treated each other as they wanted to be treated. In this way, the mouse's life was saved by the lion, and the lion's life was saved by the mouse.
- On the Hurdles poster, point to Betty's shirt with the Cool Rule written on it: "We treat others the way we want to be treated." Relate the Cool Rule to the fable by reminding the students that the two animals treated each other the way they would want to be treated.
- Explain that the Cool Rule will help the class jump all the hurdles to teamwork, and they will be expected to follow it.

Note: If you already have a class rule that is similar to the Cool Rule, ask the students to note the similarities between the Cool Rule and your class rule.

- Tell the students that the Cool Rule is another tool for teamwork because it helps teams use their empathy skills, stop and think about how to treat others, and get along together!

Post the sentence strip that reads "Use the Cool Rule: Treat others the way you want to be treated," under the Tools for Teamwork.

Announce the Big Q.

Big Q: How does the Cool Rule help your team work together better?

- Remind the students that the Class Council suggestion box is a good place to write down any classroom hurdles in which people are not treating others the way they would want to be treated. If time allows, give examples of situations that the students could write about and put in the suggestion box.

Teamwork**15 minutes****Finish the story.**

Have the students refer to the Hurdles poster to decide which hurdle the story is about.

- Tell teams that they will use the Cool Rule to write an ending to a story.
 - Pass out a set of the Cool Conclusions story cards to each team. Have each teammate choose a story card.
 - Display the cards on the overhead or whiteboard. Read the situation on each card aloud.
 - Have the students write which hurdle the story is about and an ending to the story using the Cool Rule.
 - Story 1 hurdle: Trouble talk*
 - Story 2 hurdle: Bragging*
 - Story 3 hurdle: Excluding others*
 - Story 4 hurdle: Interrupting*
 - Have teammates share their story endings and the importance of the Cool Rule.
 - Story 1 ending: Latoya tells Jasmine she should not spread rumors.*
 - Story 2 ending: Ali apologizes to Rafael for bragging.*

- *Story 3 ending: Amanda finds other friends who treat her nicely. She asks to wear matching clothes with them.*

- *Story 4 ending: Janell apologizes and starts using some cool-down strategies.*



- Use **Random Reporter** to call on teams to share their cool conclusions to the stories with the class.

Debrief the activity by saying:

Imagine what our school would be like if no one used the Cool Rule!

There would be a lot of problems in the classrooms. Treating others the way you want to be treated is a good rule to follow and a helpful way to handle hurdle situations. We all want to be treated kindly, and keeping the Cool Rule in mind will help us to be better teammates.

Reflection

5 minutes

2 points



The Big Q:

How does the Cool Rule help your team work together better?

Our team won't do things to one another that we wouldn't want someone to do to us; we might not interrupt one another so much because we don't want to be interrupted; we will be kinder to one another because that's how we want to be treated.

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

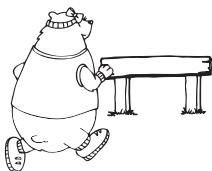
- Have teams write their own versions of an Aesop fable with the Cool Rule as the moral.
- Discuss the Cool Rule in terms of important historic events such as the civil rights movement. Give examples of times when people have treated one another the way they would want to be treated.
- Play the Beatles song “We Can Work It Out.” Ask the students why it’s important for teammates to see things from another point of view to work things out. Have teams explain how this song relates to the Cool Rule.
- Have the students discuss what the school would be like if no one used the Cool Rule.
- Have the students discuss why respect is such an important part of the Cool Rule.

Cool Conclusions

Story 1

Latoya and Jasmine are good friends, but sometimes, Latoya doesn't like how Jasmine talks about other people. When they are at recess, Antonio walks by. Jasmine says, "I just heard that he tried to cheat on a test."

- Which hurdle do you think this story is about?



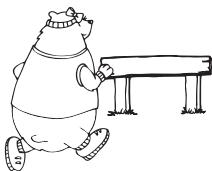
- Write the ending to this story using the Cool Rule.



Story 2

Ali is a safety monitor at school. He knows that Rafael wishes that he were a safety monitor too, but didn't get chosen. Ali brags to Rafael about all the jobs he now has as a safety monitor, leaving Rafael feeling miserable.

- Which hurdle do you think this story is about?

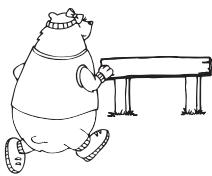


- Write the ending to this story using the Cool Rule.

Story 3

Buddy Day is coming soon, and Amanda would like to wear the same outfit to school as some of her friends. When she asks Shanera and some other girls what they are wearing for Buddy Day so she can wear the same thing, Shanera says, “Sorry, only the three of us are going to dress the same.”

- Which hurdle do you think this story is about?



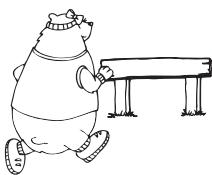
- Write the ending to this story using the Cool Rule.



Story 4

Janell and her teammates are discussing some team huddle questions, and Janell keeps talking over the others. Every time one of her teammates starts to speak, she cuts him or her off to share her own ideas.

- Which hurdle do you think this story is about?



- Write the ending to this story using the Cool Rule.





Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

Today your child began a new unit about hurdles to teamwork in Getting Along Together.

We all do things that get in the way of working well with others, both at home and school. This unit explores issues that make teamwork difficult, such as interrupting, excluding others, bragging, and trouble talk. These lessons focus on the Cool Rule, "Treat others the way you want to be treated," and emphasize that using this rule is the most effective way to jump the hurdles to teamwork. Throughout the unit, the students will brainstorm strategies to help them avoid these hurdles to teamwork.

Here are a few ways that you can help your child practice some of these strategies at home:

- Help your child practice active listening at the dinner table so he or she listens to what everyone has to say instead of trying to dominate the conversation.
- When watching TV, have your child look for examples of characters who use the Cool Rule.
- Ask your child about any conflicts at school. Encourage him or her to be a buddy, not a bystander.
- Share examples of times when you faced a hurdle to teamwork and what you did to jump it.

Thank you for your help with this unit!

Sincerely,

Your Fifth-Grade Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Tabitha is waiting in the lunch line at school. She looks over at the table where some other kids are already eating lunch. One girl sitting at the table brought her own lunch, and it looks gross to Tabitha. Tabitha says, “Ewwww! Where did you get that sandwich?”

How is Tabitha breaking the Cool Rule? If she had followed the Cool Rule, what would she have done differently?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Team Trouble

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 1, 2, 3, Don't Interrupt Me whenever time allows during the day/week. **Note:** Emphasize that this game helps the students practice not interrupting during team discussions!

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 problem areas in team discussions and understand effective ways to promote positive discussions.

ADVANCE PREPARATION

- Make sure the Hurdles to Teamwork poster is displayed.
- Prepare the Team Trouble page for the overhead or whiteboard.
- Have a television, a DVD player, and the Getting Along Together 2nd Edition DVD available to show the "Team Huddle" video (grade 5, unit 5, lesson 2). **Note:** This is its own separate video; it is *not* a Think It Through, It Could Be You video. Preview the DVD before the lesson so you know what to expect.
- Copy the Comparing Team Discussions T-chart—one per student.
- Prepare the Comparing Team Discussions T-chart for the overhead or whiteboard.
- Prepare chart paper titled Strategies for Effective Team Discussions.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Discuss a story to illustrate and introduce the hurdle team discussion problems.
- Have teams watch the “Team Huddle” video about the Reading All Stars.

Teamwork

- Have teams compare Team Trouble’s discussion with that of the Reading All Stars.
- Chart strategies for effective team discussions.
- Review the team cooperation goals to remind the students of desired team behaviors.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1 minute

Announce the Big Q.

3 minutes

Introduce the team discussion problems hurdle.

P



1. Announce the Big Q. **Note:** Before announcing the Big Q, point to the team cooperation goals, and tell the students that they will need to refer to the goals to answer the Big Q.

Big Q: How do the team cooperation goals remind us of what to do during team discussions? Which team cooperation goal will you most work toward so your team can have better team discussions?

2. Discuss the Team Trouble story to introduce the hurdle, team discussion problems.
 - Display the Team Trouble story on the overhead or whiteboard.
 - Read the story aloud.
 - After reading the story, ask:

What problems did the team have during the team huddle? How did the team break the Cool Rule?

Blurting out answers, interrupting, not waiting their turn to speak, putting down other teammates’ ideas, and dominating the conversation.

Identify team discussion problems as a hurdle to teamwork, and point to it on the hurdles poster. If you have not already done so and you have enough room, write the following specific team huddle problems under “Team discussion problems” on the first hurdle, and explain that Team Trouble has all these team discussion problems:

- interrupting others;
- blurting out answers and ideas;
- dominating the discussion;
- putting down someone’s ideas; and
- not waiting your turn.

If you have time, ask the students to brainstorm any other common team discussion problems, and add them to the poster.

6 minutes

Watch the video.



- Explain that the students will watch the video “Team Huddle” of the Reading All Stars having a team discussion. Ask the students to think about the differences between the discussion that the Reading All Stars have and Team Trouble’s discussion.
 - Tell teams that you want them to compare the Reading All Stars’ team huddle with Team Trouble’s team huddle.
 - Show the “Team Huddle” video.

Teamwork

15 minutes

Compare the team discussions, and chart effective strategies.



- Have teams compare the discussion that Team Trouble had to the discussion that the Reading All Stars had and discuss effective strategies.
 - Pass out a Comparing Team Discussions T-chart to each student.
 - Display the Comparing Team Discussions T-chart on the overhead or whiteboard.

Team huddle:

What were the differences between the discussion that Team Trouble had and the one that the Reading All Stars had? Write these ideas on your chart. Then share your comparisons with the rest of your team.

Comparing Team Discussions

Team Trouble	The Reading All Stars
<i>Only some people on the team spoke.</i>	<i>Everyone shared ideas.</i>
<i>Interrupted one another</i>	<i>Took turns</i>
<i>Put down teammates’ ideas</i>	<i>Used encouraging words</i>



- Use **Random Reporter** to call on teams to share responses. Write the team responses on the chart.
- Optional: You may want to award team points for thoughtful responses.
- Debrief by asking:

Which team would you rather be like? Why?

Which team has more effective discussions?

How can your team be more like the Reading All Stars?

How can the Cool Rule help you have better team discussions?



- Have teams brainstorm a list of Strategies for Effective Team Discussions. Chart the following strategies and any other relevant strategies that teams brainstorm.
 - *Agree to disagree.*
 - *Don't interrupt.*
 - *Let everyone have a chance to speak.*
 - *Use kind words to challenge your teammates' ideas.*

Place this chart near the other Tools for Teamwork.

1 minute

Team cooperation goals

2. To answer the Big Q, have the students review the team cooperation goals and the objectives of teamwork. Review the team cooperation goals, and ask the students to briefly consider the differences in how Team Trouble and the Reading All Stars used them and why the team cooperation goals make a team stronger.

The team cooperation goals are practice active listening, explain your ideas and tell why, everyone participates, help and encourage others, and complete tasks.

Reflection

4 minutes

2 points



The Big Q:

How do the team cooperation goals remind us of what to do during team discussions? Which team cooperation goal will you most work toward so your team can have better team discussions?

Accept reasonable responses. For example, they remind me to use my active-listening skills to listen to my teammates' ideas; they remind me to make sure that everyone's voice is heard.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Have teams create a list of why each team cooperation goal is important for successful team discussions.
- Have teams create a Cool Rule guide to good team discussions.
- In reading class, give teams a story with various team discussion problems in it. Have the students rewrite the story by correcting the problem so the team can have a positive team discussion.
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom, such as team discussion problems, on a piece of paper and put it in the box to be discussed during Class Council. Be sure to remind the students not to use real names.

Team Trouble

The teacher, Mrs. Smith, assigns team huddle questions about animal adaptations for the teams to discuss and answer. Billy says, “I know all the answers to these questions, so let me just tell you. No one else needs to report out because I know my answers are right.”

Melanie says, “I don’t know what that *c* word in Mrs. Smith’s question is. I give up.”

Daija starts to say, “You don’t know anything. That word is...,” but she is interrupted by Isolda, who says, “Camouflage.”

During the entire team huddle, Shelly says nothing and does not participate, and Melanie keeps wondering which question they are on. Mrs. Smith says, “It seems like this team is having some trouble with the huddle!”

Comparing Team Discussions

Team Trouble	The Reading All Stars

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Melinda's team is answering a team huddle question. Melinda thinks her teammate's ideas are all wrong, and she tells them to be quiet while she explains her good ideas.

If you were on Melinda's team, what could you do to help her be a better teammate? What strategies could you encourage her to use?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Think it through, it could be you! “I Got All A’s!”

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. **Note:** Emphasize that playing this game helps the students practice stopping and thinking to control the urge to talk, just as we need to stop and think before we brag about our accomplishments.

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 bragging is a hurdle to teamwork and will use consequential thinking to make good choices about applying the Cool Rule and not bragging.

ADVANCE PREPARATION

- Prepare the Bragging vs. Self-Confidence sheet for the overhead or whiteboard.
- Make sure the Hurdles to Teamwork poster is displayed.
- Have a television, a DVD player, and the Getting Along Together 2nd Edition DVD available to show the “Think It Through, It Could Be You!” video “I Got All A’s!” (grade 5, unit 5, lesson 3). **Note:** Preview the DVD before the lesson so you know what to expect.
- Copy the “Think it through, it could be you! I Got All A’s!” worksheet—one per team.
- Prepare a master “Think it through, it could be you!” sheet for the overhead or whiteboard.
- Make sure all the Tools for Teamwork are visible.
- Have the GAT Strategy Cards available for teams.
- Prepare chart paper titled Strategies to Avoid Bragging at Other People’s Expense.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Distinguish bragging from having self-confidence to introduce the Think It Through, It Could Be You video "I Got All A's!"

Teamwork

- Watch the video.
- Have teams complete the "Think it through, it could be you! I Got All A's!" sheet based on the video to practice using consequential thinking in problem situations.
- Teams will explain their best solution to the problem and its likely consequence.
- Teams will chart strategies to avoid bragging.
- Teams will answer debriefing questions.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

5 minutes

Introduce the hurdle, and
announce the Big Q.



1. Introduce the teamwork hurdle, bragging, by explaining the difference between self-confidence and bragging.

Display the Bragging vs. Self-Confidence sheet on the overhead or whiteboard.

After reading *each pair* of bragging or self-confident statements aloud, ask:

What is the difference between these statements?

In the first statement, the person is bragging. In the second statement, the person is just showing that he/she is confident.

Ask:

When someone tells everyone about how great he or she is and how he or she is better than others, which hurdle to teamwork is that? What is the person doing that might get in the way of teamwork?

Bragging.



Explain that bragging is a hurdle to teamwork. Point to "Bragging" on the hurdles poster.

Define *bragging* as overly proud talking about your accomplishments, often made at other people's expense.

It is important to be confident about yourself, but making negative comparisons about others and being insensitive to how they might feel is not OK. Stop and think about the situation, and decide whom you should tell about your accomplishments and when the time is right to tell them.

Ask:

Which behavior breaks the Cool Rule, bragging or being confident about yourself? Why?

Bragging because you would not want others to brag about themselves to you.

If you feel really excited because you got a good grade or made a basket, what cool-down strategy could you use so you can stop and think about the best way to tell others about your accomplishments?

Accept reasonable cool-down responses.

Tell the students that they will watch a Think It Through, It Could Be You video that focuses on bragging.

Announce the Big Q.

Big Q: Which strategy can you use when you feel the urge to brag about something?

Teamwork

20 minutes

“I Got All A’s!” video and discussion



Emphasize that there is no one right answer.

Video synopsis: Mona, Flash, Tasha, and Ricardo are at school getting their report cards. They are a bit anxious about what their grades will be. Ricardo opens his report card and says, “Uh-oh, I didn’t do so well.” But when Flash opens his, he announces, “I’m the master of math, the reading whiz, the social studies star. I got all A’s!” Then Flash starts walking around the room, asking Tasha, Ricardo, and Mona what they got on their report cards. Mona and Ricardo put their heads down. Tasha says, “OK, we get it; you’re smart, Flash.”

1. Give each team a “Think it through, it could be you!” sheet.
2. Show the “I Got All A’s!” video.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use **Random Reporter** to have teams share responses, and chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead/whiteboard.

1. Flash’s problem is that he is bragging too much about his great report card, and his teammates are annoyed and frustrated by his behavior.

2. Flash feels extremely proud and boastful.

3. The situation also involves Ricardo, who feels embarrassed and disappointed about his report card, and Tasha, who feels frustrated by Flash’s annoying behavior.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the solution 1 box.

Flash bragged about his grade and upset his teammates when he asked them how they did on their report cards, especially when he knew that Ricardo didn’t do well.

Poor; thumbs down.

- Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use **Random Reporter** to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

Ricardo might feel worse because his report card was not as good as Flash’s report card; Mona and Tasha might get mad at Flash because he is annoying them by bragging so much.

- Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use **Random Reporter** to obtain answers from a few teams. Chart a few student responses on the master sheet.

Encourage teams to consider the various Tools for Teamwork and the strategies on the GAT Strategy Card.

Solution: Flash could feel proud of himself without announcing how well he did on his report card.

Consequence: He would still feel happy about his accomplishments but not make others feel badly if they didn’t do so well.

Solution: Flash could use his empathy skills and think about how Ricardo might be feeling when he says, “Uh-oh, I didn’t do so well.”

Consequence: Flash might not ask Ricardo how he did on his report card, and Ricardo might appreciate not talking about his grades.

Solution: Flash could celebrate his successes at home with his family instead of comparing himself with others at school.

Consequence: Flash will still feel proud of his report card without possibly making others feel that they didn’t do as well as him.

Others?



This part of the lesson varies from the Think It Through, It Could Be You format.

- Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.

As teams share responses, chart the following Strategies to Avoid Bragging at Someone Else’s Expense and any other relevant ideas that the students brainstorm:

- Give people compliments for their accomplishments.
- Use your empathy skills, and be sensitive to how someone might be feeling.
- Stop and think about reasons that you want to participate in something other than being better than others.
- Feel proud of yourself but be aware of the right time and place to tell others about your accomplishments.
- Don’t take personal credit for group accomplishments.

Post the chart near the other Tools for Teamwork.



8. Have teams do a team huddle to answer the following debriefing questions. Use **Random Reporter** to call on a few different teams for each question.

What can you do if a friend is bragging about something that he or she knows you are not good at?

Give an example of a time when you felt confident and told someone about your accomplishment. Explain how it was different from bragging.

9. Summarize the lesson:

It is important for us to recognize our strengths and talents, but if we know that we are good at something that someone else isn’t, we might want to take a moment to stop and think about how the other person might feel if we announce our accomplishments. It’s also a good idea to use your empathy skills to notice when others might not be feeling so good about their accomplishments and offer them some encouraging words!

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues with a win-win solution.

Reflection

5 minutes

2 points



The Big Q:

Which strategy can you use when you feel the urge to brag about something?

Accept reasonable responses using any of the strategies identified in the lesson.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Have the students keep a journal of their accomplishments so they can recognize and remember what they are good at.
- Have a class discussion about the following quote: “There’s no *I* in teamwork.” How is this quote related to bragging?
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom on a piece of paper and put it in the box to be discussed during Class Council. Be sure to remind the students not to use real names.

Bragging vs. Self-Confidence



What is the difference between these statements?

Set 1:

I'm already on the last problem. No one else on this team is nearly as fast as I am! I am the best! Everyone else is such a slowpoke.

vs.

I'm almost done. Does anyone want some help?

Set 2:

I got a 100. Yay for me! What did you get on the test?

vs.

(said as self-talk) "Yes! I got a 100. I can't wait to tell my mom!"

Set 3:

I can throw that ball much farther than you can.

vs.

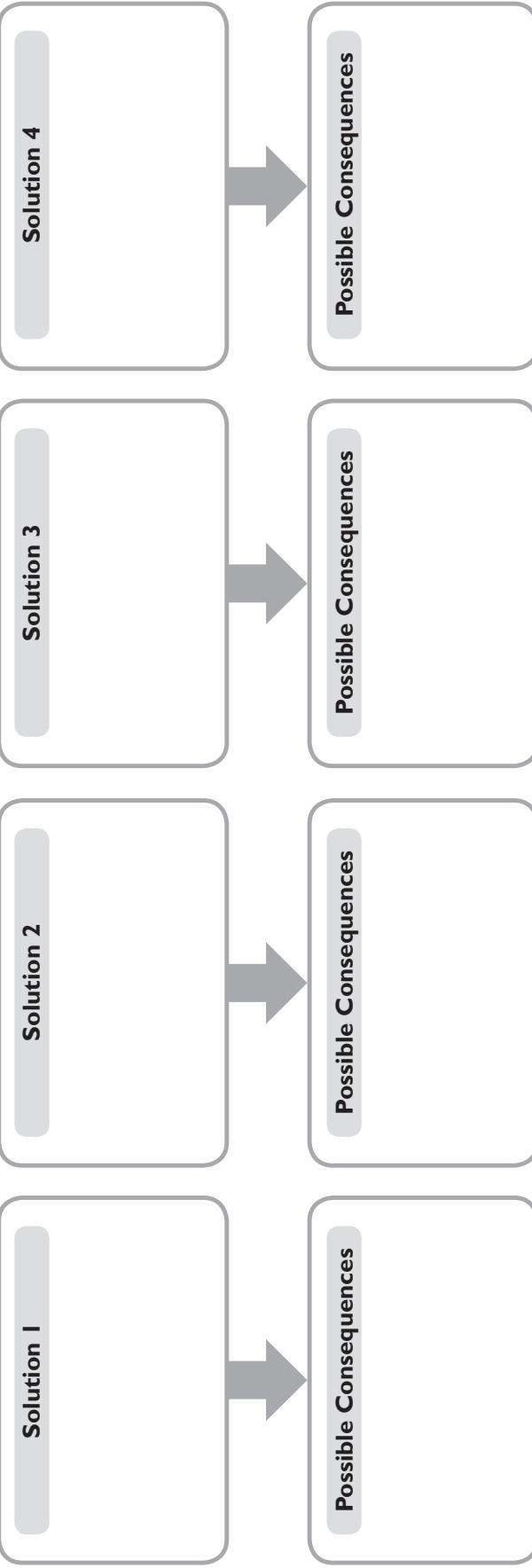
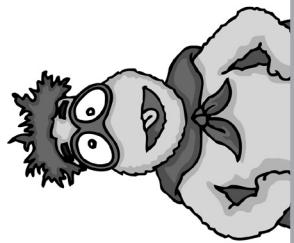
I love seeing how many shots I can make in basketball. Let's both try to beat our own score.



Think it through, it could be you!

"I Got All A's!"

1. What is Flash's problem?
2. How does Flash feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Flash do to solve this problem?



5. Circle the best win-win solution for this situation.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

José is playing basketball outside with some friends. Usually, he is better at basketball than most of his friends and brags about it all the time. He even brags about his basketball skills when others make mistakes or miss a shot. His teammates are annoyed.

What advice could you give José about bragging? How could he continue to feel proud and confident about his abilities without bragging?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Trouble Talk

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 Bouncing Ball whenever time allows during the day/week. **Note:** Emphasize that this game helps the students focus on what words are said and how they change the direction of the game, just as we need to choose words that don't hurt people's feelings so they don't change the direction of our friendships.

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 various types of hurtful words, why they are a hurdle to teamwork, and how the Cool Rule can help them stop and think before they say hurtful words.

ADVANCE PREPARATION

- Make sure the Hurdles to Teamwork poster is displayed.
- Have a copy of the book *Trouble Talk* by Trudy Ludwig available. **Note:** The book's pages are not numbered. Please number them ahead of time.
- Prepare chart paper titled Strategies for Responding to Trouble Talk.
- Copy the Trouble Talk Role-Play scripts—one per student. **Note:** Use Role-Play Script 2 if time allows.
- Have the GAT Strategy Cards available for teams.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the hurdle, trouble talk, and discuss examples of hurtful words.
- Read the book *Trouble Talk* about a student who uses hurtful words. Define trouble talk, and discuss strategies that the offended person can use in this situation.

Teamwork

- Have teams role-play a situation in which trouble talk is used and think of a strategy that the offended person could use.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Introduce trouble talk,
and announce the Big Q.



1. Introduce the hurdle, trouble talk.

- Write the following quote on the board: "You don't have to put others down to build yourself up."
- Ask the students what the phrase means. Call on several students to respond. Make a connection to bragging as a hurdle to teamwork.

Just as we discussed in our bragging lesson, being confident about yourself is very important, but using hurtful words to put other people down is not OK.

- Introduce hurtful words as another hurdle to teamwork. Display the hurdles poster, and point to "Trouble talk."

Ask:

When teammates use unkind words, how does it affect the team?

Call on several students to respond.

Mean words hurt people's feelings, and we generally don't want to work with teammates who say mean things to us.

Ask:

What are some examples of words that hurt?

Teasing, put-downs, sarcasm, gossiping, and spreading rumors.

Note: If *sarcasm* is a new word for the students, introduce it and define it as a comment with a sharp edge to it, made to hurt someone's feelings.

Announce the Big Q.

Big Q: What can you do to respond to trouble talk?

8 minutes**Read and discuss
the book.**

2. Read and discuss the book *Trouble Talk* aloud.

- Read pages 1–6. Ask:

What kind of trouble talk does Bailey use when they are playing Truth or Dare?

She asks Keisha whether her clothes shrank or she is getting fatter.

When someone starts off a sentence with “No offense, but...,” do you usually think what he or she is about to say may be offensive?

Call on several students to respond.

- Read pages 7 and 8. Ask:

How does Bailey’s trouble talk affect Keisha and Maya?

Keisha says she doesn’t feel good, and Maya doesn’t know what to say. Keisha also stops hanging around with Maya whenever Bailey is around.

How do you think Keisha and Maya might be feeling?

Upset, uncomfortable, sad, etc.

Call on several students to respond. Discuss where any new feelings words should be placed, and add them to the Feelings Universe.

- Read pages 9–12. Ask:

What trouble talk does Bailey use next?

She spreads a rumor about Lizzy liking the new boy, Brian, in the class.

Hua and Maya are both part of the situation as well. How do they each respond?

Hua yells at Bailey to mind her own business and says that she has a big mouth. Maya tries to tell her to stop before she says anything.

What does Bailey say to Hua? Predict what might happen next.

Bailey tells Hua that she’ll be sorry for what she did. I predict that Bailey will spread trouble talk about Hua now.

Use **Buddy Buzz** to have the students discuss the following:

Tell your partner what you would have done if you had been part of the same situation. Would you have worried about what Bailey might do if you were Hua and you spoke up?

Have partners share responses.

Ask:

If you think about how Bailey might be mean to you if you stood up to her, would that affect whether you stood up to her?

Emphasize that standing up to people who use trouble talk is difficult, but we all need to figure out a way to help people who are hurt by such words.

Note: Lesson 6 focuses on strategies that a bystander can use to help others.

- Read pages 13–18. Ask:

Bailey spreads rumors about Hua and Maya, and Maya's teacher realizes that something is wrong with Maya. What does Maya's teacher suggest that she do?

Talk to the guidance counselor.

How does Bailey break the Cool Rule?

She uses trouble talk, spreads rumors, and gossips.

- Read pages 19–21. Ask:

How does the guidance counselor define trouble talk?

Trouble talk is spreading rumors, saying hurtful things, and sharing information that isn't yours to share.

What strategies does Maya's counselor suggest that she use?

Don't join in; don't pass on the rumors; change the subject; hang out with kids who make you feel safe.

- Write the ideas that Maya's counselor suggests on the board.
- Read the rest of the book. Ask:

How does Maya feel about Bailey now?

She ends up staying away from Bailey because she doesn't trust her yet, but she keeps her mind open in case Bailey changes.

Teamwork

15 minutes

**Role-play and
brainstorm trouble
talk strategies.**

1. Have teams role-play a situation in which trouble talk is used and think of a strategy that the offended person could use.
 - Pass out a copy of the Trouble Talk Role-Play 1 script to each student.
 - Assign numbers to each team. 1s, 2s, and 3s are role players and 4s are recorders/reporters.
 - Have three teammates on each team act out the script.
 - Have the other teammate think of and discuss a way that the offended person could respond to the trouble talk and write it down on the paper.

Role Play 1:

Alex could ignore the teasing once and hang out with other friends; he could laugh it off and say, "You're right, I'm short, but I know how to play basketball."

Role Play 2:

Aisha could tell Ming she shouldn't spread rumors; she could stop and stay cool.

Note: Make sure the GAT Strategy Cards are available to help generate ideas for how the offended person could respond. Also, remind the students to consider the strategies that Maya's counselor suggested (which are on the board).

- Have the role-playing teammates act out the response that the team selected.
- If time allows, repeat this activity with Trouble Talk Role-Play 2.

2. Call on the team reporter to have teams share strategies for responding to trouble talk based on the role play and any other ideas they may have for responding to trouble talk. Chart the students' responses on the Strategies for Responding to Trouble Talk chart.



Include the following strategies:

- *Ignore the trouble talk once.*
- *Tell the person to “Stop” or “Cut it out.”*
- *Laugh it off.*
- *Hang out with kids who make you feel safe and happy.*
- *Stop and stay cool.*
- *Don’t pass on rumors.*
- *Use self-talk.*
- *If possible, change the subject.*
- *When necessary, get help.*

1 point

Optional: Consider awarding team points for thoughtful responses.

Place the chart near the other Tools for Teamwork.

Reflection

5 minutes

2 points



The Big Q:

What can you do to respond to trouble talk?

Accept reasonable responses, including any of the strategies taught in the lesson.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read the book *My Secret Bully* by Trudy Ludwig about bullying among friends who use name-calling and manipulation to tease and exclude.
- Have the students respond to this journal prompt: Why should you choose your words carefully?
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom on a piece of paper and put it in the box to be discussed during Class Council. Be sure to remind the students not to use real names.
- Have the students discuss what the following quote means and how it can help them avoid using trouble talk: “Open your mind before your mouth.”

Trouble Talk Role-Play I

1s, 2s, 3s = role-players 4s = recorder/reporter

(Ben and Yon are playing basketball.)

Ben: Pass me the ball!

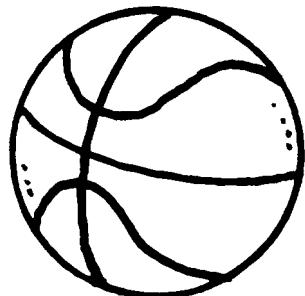
Yon: C'mon, you can make the shot!

(Ben shoots the ball to the hoop and makes the basket.)

Alex (walking over to Ben and Yon): Hey, can I play too?

Ben (to Yon): Can you believe Shorty over here thinks he can play with us? Maybe if we get you a ladder, you can play. (Ben starts laughing.)

What could Alex do to respond to the trouble talk?



Trouble Talk Role-Play 2

(Ming and Jane are eating lunch. They are sitting one table over from Aisha.)

Ming: Hey, Jane. Guess what I heard?

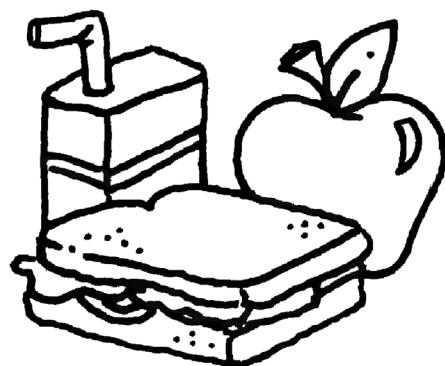
Jane: What?

Ming: I heard that Aisha might have to repeat fifth grade because she is failing reading.

Jane: (Looking back to see that Aisha is sitting behind them and just heard what Ming said) Oh...

(Aisha looks upset.)

What could Aisha do to respond to the trouble talk?



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

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- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Isabelle overhears Katrina talking about her behind her back. Katrina tells some of her friends that Isabelle's clothes are out of style and that she really needs to do something with her hair. Isabelle's feelings are really hurt.

What is a realistic strategy that Isabelle could use to respond to the trouble talk in this situation? What should Katrina do if she finds out that Isabelle heard her?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Think it through, it could be you! Do We Clique?

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 any Cognitive Flexibility Brain Game that will benefit your class 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 excluding others is another hurdle to teamwork and will use consequential thinking to evaluate their choices in situations in which someone is excluded.

ADVANCE PREPARATION

- Make sure the Hurdles to Teamwork poster is displayed.
- Make sure the classroom rule, "No one gets left out," is posted.
- Make sure the Team Cooperation Goals poster is displayed.
- Prepare the Think it through, it could be you! comic strip *Do We Clique?* for the whiteboard or overhead. **Note:** Read the comic ahead of time so you are familiar with the situation.
- Copy the Think it through, it could be you! comic strip *Do We Clique?*—one per team.
- Prepare the master copy of the "Think it through, it could be you! *Do We Clique?*" sheet for this lesson to use on the whiteboard or overhead.
- Copy the "Think it through, it could be you! *Do We Clique?*" sheet—one per team.
- Make sure all the Tools for Teamwork strategies are visible.
- Have the GAT Strategy Cards available for teams.
- Prepare chart paper titled Strategies for Responding to Exclusion.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the theme of the comic, excluding others, as another hurdle to teamwork that can happen when teammates use hurtful words.

Teamwork

- Show and read the *Do We Clique?* comic strip.
- Ask teams to use the “Think it through, it could be you!” sheet to debrief the comic.
- Teams will explain their best solution to the problem and its likely consequence.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

5 minutes

Introduce the hurdle, and announce the Big Q.

1. Introduce the idea that excluding others is another hurdle to teamwork.

Note: Make the following idea sound as convincing as possible to convey the idea that you are excluding some of your students.

- Begin the class by saying that left-handed people are much more gifted and talented than right-handed people. Tell the students that studies reinforce the positive qualities of left-handed people; they are more creative and smarter, and they think faster.

Tell the class that only people who are left-handed will be invited to a pizza party with you today to work on a special project because you know they will do a better job than right-handed people, and the results will be more creative.

- Ask the right-handed students how they feel about what you are saying.

Ask:

If I only allow some of the class to work on the special project and have a pizza party with me, how am I excluding some people and leaving them out?

You are only including one group of students in the class to do something special with you.

- Remind the students that in the previous lesson, they discussed the hurdle trouble talk and identified behaviors, such as gossiping and teasing, as examples of trouble talk.
- Tell the students that today’s lesson will focus on how excluding others is another hurdle to teamwork. Emphasize that sometimes, trouble talk can exclude others.
- Display the hurdles poster. Point to “Excluding others” on the poster.



- Review the classroom rule, “No one gets left out.” Point to the team cooperation goals, and remind the students that one of the team cooperation goals is everyone participates.

Ask:

What are some other examples of how people are excluded at school?

Starting a club and telling someone that he or she doesn't fit in with the club; excluding people from your clique; name-calling.

Ask:

How are people who exclude others from their clubs and groups breaking the Cool Rule?

They are not thinking about how they would want to be included.

Announce the Big Q.

Big Q: Why is a team stronger if everyone is included and no one is left out?

Tell the students that today they will use Think It Through, It Could Be You comic to discuss strategies to use when someone is excluded.

Teamwork

20 minutes

Do We Clique? comic and discussion



Emphasize that there is no one right answer.

- Give each team a “Think it through, it could be you! Do We Clique?” sheet.
- Project the *Do We Clique?* comic strip and read it aloud.
- Have the teams do a team huddle to answer the first three questions on the “Think it through, it could be you! Do We Clique” sheet. Use **Random Reporter** to have teams share responses, and chart a few responses on the master “Think it through, it could be you! Do We Clique” sheet on the overhead/whiteboard.
 - Lupe's problem is that Ava has excluded her.*
 - Lupe feels excluded, hurt, and sad.*
 - The situation also involves Kayla, who does not know how to respond.*
- Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the solution 1 box.

Lupe does not respond to the problem, nor does she do anything to proactively solve the problem. Neutral or poor.

Note: Teams may vary in their evaluations of the solution.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use **Random Reporter** to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you! Do We Clique” sheet.

Ava might continue to exclude Lupe.

Lupe might continue to feel sad and eventually say something mean back to Ava.

Lupe might have a low opinion of herself.

6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use **Random Reporter** to obtain answers from a few teams. Chart a few student responses on the master sheet.

Solution: *Lupe could stop and stay cool so she doesn't burst into tears.*

Consequence: *Lupe will be calmer and able to think more clearly.*

Solution: *Lupe could walk away and do another activity that she enjoys.*

Consequence: *She might feel happier doing something else.*

Solution: *Lupe could give an “I” Message to Ava such as, “I feel hurt when you leave me out.”*

Consequence: *Lupe might feel better expressing her feelings, and then Ava will know for sure how Lupe feels.*

Solution: *Lupe could find other friends who make her feel good about herself and hang out with them.*

Consequence: *She might feel better being with friends who treat her nicely.*

Solution: *Lupe could ask Kayla or another caring adult or friend for help if Ava continues to exclude her.*

Consequence: *Lupe might realize that many people support her.*

Others?

This part of the lesson varies from the Think It Through, It Could Be You format.



As the students share responses, chart them on the Strategies for Responding to Exclusion chart, making sure to include the following:

- *Stop and stay cool.*
- *Take a break from the situation.*
- *Do another activity that you enjoy.*
- *Give an “I” Message (e.g., “I feel hurt when you don’t include me”).*
- *Find other friends who make you feel happy and comfortable.*
- *Get help; ask an adult for help if you feel very excluded.*

Place the chart near the Tools for Teamwork.



7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use **Random Reporter** to call on a few different teams for each question.
Why might it feel uncomfortable to help someone who is being excluded?
Why do you think the comic is titled, *Do We Clique?*
If you feel excluded, which strategy might you use?
9. Summarize the lesson.
No one wants to be excluded or left out. When you see someone being excluded or if you are being excluded, try one of the strategies that we discussed today.
10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues in a win-win way.

Reflection

5 minutes**2 points****The Big Q:****Why is a team stronger if everyone is included and no one is left out?***Accept reasonable responses. For example, you get more ideas from different people; you might learn something new, 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

- Take every opportunity to remind the students about empathy and thinking about how others feel, since empathy often discourages exclusion.
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom, such as exclusion, on a piece of paper and put it in the box to be discussed during Class Council. Be sure to remind the students not to use real names.

Do We Clique?

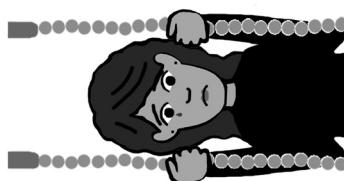




Think it through, it could be you!

Do We Clique?

1. What is Lupe's problem?
2. How does Lupe feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Lupe do to solve this problem?



Solution 4

Solution 3

Solution 2

Solution 1

Possible Consequences

Possible Consequences

Possible Consequences

Possible Consequences

5. Circle the best win-win solution for this situation.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
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- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Tony goes outside to recess and asks Desmond if he can be the goalie in the pick-up soccer game. Desmond tells him he can't play because the game is only for people who play on the school soccer team.

Should Desmond get to decide whether Tony is included in the game? Why or why not? What strategies could Tony use to respond?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Empowering the Bystander

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 any Stop and Think Brain Game that will benefit your class 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 role of the bystander in various situations, acknowledge the challenges of the bystander role, and offer empowering suggestions to the bystander as a way to respond to hurdles behavior.

ADVANCE PREPARATION

- Have a copy of the book *Nobody Knew What to Do* by Becky Ray McCain available.
Note: The book's pages are not numbered. Please number them ahead of time.
- Copy the Bye-Bye Bystander Cards—one set of four cards per team.
- Prepare a set of the Bye-Bye Bystander Cards for the overhead or whiteboard.
- Prepare chart paper titled Strategies for the Bystander.
- Have the GAT Strategy Cards available for teams.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Discuss the role of the bystander, and encourage the students to take an active role in stopping hurdle behaviors.
- Read the book *Nobody Knew What to Do* to discuss a typical bystander situation, how a bystander might feel, and strategies that a bystander can use.

Teamwork

- Have teams complete the Bye-Bye Bystander Cards and brainstorm strategies that the bystander could use in the hurdle situations.
- Chart strategies for a bystander to use.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Review the bystander role.

Imagine that you read a newspaper article about a person who was walking down the street and saw a fight starting. The person observed the fight but didn't step in to do anything to stop the fight. He or she observed but did not participate in the situation.

Ask:

Does anyone know what this person is called?

A bystander: A bystander is a person who observes, but does not participate, in a situation.

Write this definition on the board.



Use Think-Pair-Share to ask:

Why do you think many bystanders don't want to get involved when they see someone being mean to someone else?

They don't know what to do. They think, "It's none of my business." They worry that they may become the next target. They think that telling someone else won't help, or it may make things worse.

Being a bystander can be difficult because it is hard to speak up when you are worried that the person will do the same mean things to you or you don't think it's any of your business to get involved.

Let's read a book about a bystander and think about what role the bystander could take in hurdles situations.

Announce the Big Q.

Big Q: What is one thing your team can do to be a buddy instead of a bystander?

8 minutes

Read and discuss the book.

2. Read and discuss the book *Nobody Knew What to Do* by Becky Ray McCain.

- Read pages 1–5. Ask:

The bystander doesn't know what to do to help Ray when some kids are teasing him. What feelings does the bystander probably have in this situation?

Worried, scared, anxious, etc.

Discuss where any new feelings words should be placed, and add them to the Feelings Universe.

- Read pages 6–11. Ask:

Many of the kids stay together because it feels safer. But the bullies still single out Ray. Why is it so hard for any of the kids who see how Ray is being treated to say "This is not OK"?

They are afraid of the kids who are using their words and fists to torment Ray. Maybe they don't want that to happen to them.

How could the situation be different if some of the kids who see what is happening to Ray tell the bullies to stop?

The bullies might stop.

How does it help if bystanders become buddies, speak up, and say they won't tolerate mean behavior?

The people being mean might realize that this is not acceptable behavior.

- Read pages 12–17. Ask:

What two strategies does the boy who helps Ray use in this situation?

He gets help from an adult, and he includes Ray in playing with the group at recess.

When he tells the teacher about what is happening to Ray, is he tattling, or is he reporting a problem? What is the difference between tattling and reporting?

He is reporting. Tattling involves telling on people, often to get them in trouble. Reporting is letting adults know about a serious problem that you can't solve on your own so the adults can intervene and help.

Ask:

Does the boy who helps Ray break the Cool Rule?

No!

Here we have an example of someone who doesn't break the Cool Rule! He treats Ray the way he would want to be treated!

The Cool Rule helps us put ourselves in the other person's shoes so we think about how we would want to be treated in this situation.

- Read the rest of the book.

Emphasize the idea that the other students, the bystanders, also realize that they have to work together to make the mean behavior stop.

Ask:

What does this quote mean: "There is strength in numbers." And how could this quote help bystanders?

Call on several students to respond.

We all have to help stop hurdle behaviors. The more people stick together to say no to mean behaviors, the better the chance that behavior will stop.

Teamwork

15 minutes

Bye-Bye Bystander



1. Have teams brainstorm strategies that a bystander could use in different hurdle situations.
 - Pass out one set of Bye-Bye Bystander Cards to each team. Have each teammate take one card. **Note:** If you have more than four students on a team, two students can share a card.
 - Display the cards on the overhead or whiteboard. Read the four situations aloud.
 - Have each teammate brainstorm one strategy the bystander could realistically use in their situation to help the offended person and write it on his or her card. **Note:** Have the GAT Strategy Cards available for each team to help them brainstorm strategies.
 - Have each teammate explain his or her strategy to the rest of the team.
 - Use **Random Reporter** to call on teams to share strategies that the bystander could use to support the offended person.
 - Record the strategies that the students suggest on the Strategies for the Bystander chart.

Include the following strategies:

- *Refuse to join in on the mean behavior.*
- *Don't encourage the mean behavior by laughing.*
- *Don't hang out with the person who is being mean.*
- *Tell the person who is being mean to "Cut it out."*
- *Ask as many friends as possible to help you stop the person doing the mean behavior.*



- Use your sense of humor to change the subject or tone of the situation.
- Use your empathy skills.
- Invite the offended person to do something with you.
- Use the Cool Rule. How would you want someone to treat you in this situation?
- If you don't know what to do, tell the person you aren't sure how to help, but you don't think he or she deserves to be treated this way.
- If necessary, ask an adult for help.

Place the chart near the other Tools for Teamwork.

Empower bystanders to act by saying:

Studies show that if a bystander discourages the person being mean, there is a 50 percent chance that the person will stop the unkind behavior. So if you can do something, even something small, to stop the person who is being mean, you will have done something big! Getting other classmates to join you in stopping the hurdle behavior is also important because if the person doing the hurdle behavior sees that many other classmates don't support his or her behavior, it will be much harder for him or her to continue.

Reflection

5 minutes

2 points



The Big Q:

What is one thing your team can do to be a buddy instead of a bystander?

Accept reasonable responses, for example, refuse to join in on the mean behavior; tell the person who is being mean to stop, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Find examples of people in history who were not bystanders and stood up for others.
- Have the students journal about the following: A civil rights lawyer, Thom Harnett, said, “One person speaking up makes more noise than a thousand people who remain silent.” What does this quote mean, and why is it important for jumping the hurdles to teamwork?
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom on a piece of paper and put it in the box to be discussed during Class Council. Be sure to remind the students not to use real names.
- Check out the following website to gain a better understanding of the bystander’s role and ways to empower the bystander:
www.greatschools.org/parenting/bullying/593-the-bully-and-the-bystander.gs

Bye-Bye Bystander Cards

Bye-Bye Bystander Card 1

Leslie thought Jana was her friend, but things seemed to have changed. Often, when Leslie walks by Jana, Jana whispers something to Jasmine. Jana usually starts giggling and pointing at Leslie.

What could Jasmine do in this situation to help Leslie?

Bye-Bye Bystander Card 2

Alex and his teammates are answering a team huddle question. Alex keeps cutting Janell off when she tries to talk. He says, “She never has any good ideas anyway. We’re going to get this question wrong if we listen to her.”

What could Janell’s teammates do in this situation to help her?

Bye-Bye Bystander Card 3

Sebastian and Derek play on a soccer team with some other friends. During the game, the other players won’t pass the ball to Sebastian. Sebastian finds out that Derek told the other teammates not to pass the ball to Sebastian because he always makes them lose the game.

What could the other teammates do in this situation to help Sebastian?

Bye-Bye Bystander Card 4

Lashawna is planning a movie night with her friends Latoya and Maggie. This time she doesn’t include Maria. Maria hears Lashawna talking about the get-together when she says, “The three of us are best friends. Maria isn’t cool enough to hang out with us.”

What could Latoya and Maggie do in this situation to help Maria?

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Every day when Jordan gets on the bus, Tyrell teases, trips, or makes fun of him in some way. Other kids start laughing and think it's funny when Tyrell does this. Ethan sees this happening to Jordan, and he is not sure what to do.

What could you suggest that Ethan do in this situation to be a buddy instead of a bystander? What would you do? Why?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Cool Rule Wrap-Up

Getting Along Together Routines

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

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

Brain Game: Play any Brain Game that will benefit your class 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 hurdles and focus on how the Cool Rule helps them jump all the hurdles.

ADVANCE PREPARATION

- Make sure the Cool Rule is posted.
- Make sure the Hurdles to Teamwork poster is displayed.
- Make sure all the hurdle strategy charts from previous lessons in this unit are posted.
- Have a journal available for each student.
- Prepare the Lesson 7 Journal Entry for the overhead/whiteboard.
- Have poster board available—one per team. **Note:** Depending on your class, you may want to provide markers, crayons, colored pencils, magazines, glue, or any other art supplies.
- Copy the Hurdle Strategies page—one per student.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the Cool Rule and how it helps you jump the hurdles to teamwork.
- Have the students give Cool Rule compliments.

- Have the students journal about one way they will use the Cool Rule.

Teamwork

- Assign teams different hurdles, and have them use a catchy slogan to design hurdles posters.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Review the Cool Rule, and give compliments.



6 minutes

Journal entry



1 minute

Announce the Big Q.

1. Review the Cool Rule and give Cool Rule compliments.

Make sure the Hurdles to Teamwork poster, the Cool Rule, and the strategy chart for each hurdle are posted.

Use **Think-Pair-Share** to have the students discuss the following:

Choose a hurdle. Tell your partner a strategy for jumping that hurdle to teamwork, and how the Cool Rule helps to jump that hurdle.

Call on several students to share responses.

1. Have the students think of a Cool Rule compliment. Give the students one minute to think of a compliment for their partners about a time when they saw their partners using the Cool Rule during the unit. Have partners tell each other their compliments.
2. Circulate to hear the Cool Rule compliments and have students share, if time.
2. Have the students journal about how they will use the Cool Rule in future situations.
 - Pass out a journal to each student.
 - Display the Lesson 7 Journal Entry on the overhead/whiteboard. Read the questions aloud.
 - Have the students individually respond to the journal prompt.
 - If you have time, call on a few students to share their responses.
 - Collect the journals, and read them when you have time.
3. Announce the Big Q.

Big Q: What is an example of a hurdle that happens outside of the classroom, and what strategy could you use to overcome it?

Teamwork

15 minutes

Team posters

1. Have teams design posters about the strategies for overcoming the hurdles to teamwork and how the Cool Rule helps to jump the hurdles.
 - Pass out the poster board and other art supplies.
 - Assign each team a hurdle.
 - Explain how to make the posters, by writing the following directions on the board:
 - Create a poster that highlights your hurdle.
 - List any strategies that you could use to overcome that hurdle.
 - Explain how the Cool Rule helps to jump that hurdle.
 - Brainstorm a slogan or catchy phrase to go with the poster (e.g., “Don’t play the blame game!” or “Be cool in school!”).
 - Give teams 10 minutes to design and illustrate their posters.
 - When teams are finished designing their posters, display them on a ledge or chalkboard, or post them.
 - Have teams do a gallery walk to see what their fellow classmates have created.

Note: After school, find a spot in the classroom or hallway to hang the posters where they can be displayed for a while.

1 minute

Distribute Hurdle Strategies.

2. Distribute the Hurdle Strategies to the students to remind them of the strategies that they brainstormed for responding to each hurdle. Have the students take the strategy papers home to share with their families and review.

Reflection

5 minutes

2 points



The Big Q:

What is an example of a hurdle that happens outside of the classroom, and what strategy could you use to overcome it?

Accept reasonable responses. For example, Not giving everyone a turn to talk at the dinner table; I can try to make sure that I listen and everyone participates. Bragging about my good grades to my sibling when he or she has gotten a bad grade; I can try to use my empathy skills to be mindful of how others feel.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read the book *My Secret Bully* by Trudy Ludwig, in which a character uses hurdle behaviors such as name-calling, humiliation, exclusion, and manipulation.
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom on a piece of paper and put it in the box to be discussed during Class Council. Be sure to remind the students not to use real names.

Hurdle Strategies

The Cool Rule: Treat others the way you want to be treated!



Strategies for Effective Team Discussions

- Agree to disagree.
- Don't interrupt.
- Let everyone have a chance to speak.
- Use kind words to challenge your teammates' ideas.

Strategies to Avoid Bragging at Someone Else's Expense

- Give people compliments for their accomplishments.
- Use your empathy skills, and be sensitive to how someone might be feeling.
- Stop and think about reasons that you want to participate in something other than being better than others.
- Feel proud of yourself, but be aware of the right time and place to tell others about your accomplishments.
- Don't take personal credit for group accomplishments.

Strategies for Responding to Trouble Talk

- Ignore the trouble talk once.
- Tell the person to "Stop" or "Cut it out."
- Laugh it off.
- Hang out with kids who make you feel safe and happy.
- Stop and stay cool.
- Don't pass on rumors.
- Use self-talk.
- If possible, change the subject.
- When necessary, get help.

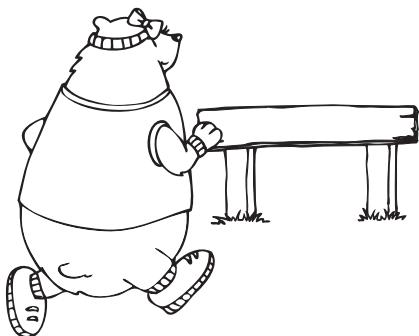
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Strategies for Responding to Exclusion

- Stop and stay cool.
- Take a break from the situation.
- Do another activity that you enjoy.
- Give an “I” Message (e.g., “I feel hurt when you don’t include me”).
- Find other friends who make you feel happy and comfortable.
- Get help; ask an adult for help if you feel very excluded.

Strategies for the Bystander

- Refuse to join in on the mean behavior.
- Don’t encourage the mean behavior by laughing.
- Don’t hang out with the person who is being mean.
- Tell the person who is being mean to “Cut it out.”
- Ask as many friends as possible to help you stop the person doing the mean behavior.
- Use your sense of humor to change the subject or tone of the situation.
- Use your empathy skills.
- Invite the offended person to do something with you.
- Use the Cool Rule: How would you want someone to treat you in this situation?
- If you don’t know what to do, tell the person you aren’t sure how to help, but you don’t think he or she deserves to be treated this way.
- If necessary, ask an adult for help.



Lesson 7 Journal Entry



- Which hurdle do you need to work on?
- What strategy will you use to jump that hurdle?
- How will the Cool Rule help you jump that hurdle?

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Sarah and Emma are good friends. Emma was invited to a birthday party over the weekend, but Sarah wasn't. Juanita walks over to join them and starts talking to Emma about how much fun the party was. Sarah looks uncomfortable.

Why would the Cool Rule be helpful in this situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

30 minutes

BRAIN WORKOUT #4



Cognitive Flexibility Practice

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 Cognitive Flexibility 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 review the concept of flexible thinking and review and practice strategies for that cognitive skill.

ADVANCE PREPARATION

- Be sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Be sure that the students have access to their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- Have the deck of Brain Game Cards available
- Prepare the unsolved nine-dot puzzle for the overhead or whiteboard so you can demonstrate how to complete it. Be sure that you know how to do it before the lesson begins.
- Copy the unsolved nine-dot puzzle—one per student. **Note:** Do not let the students see the puzzle solution.
- Prepare the nine-dot puzzle solution for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson, and announce the Big Q.
- Ask a riddle that illustrates cognitive flexibility.
- Review the Cognitive Flexibility Brain Games and strategies.

Teamwork

- Introduce the nine-dot puzzle.
- Introduce the value of flexible thinking in schoolwork.

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.

- Point to the Train Your Brain! poster, and explain that today is another brain workout, a lesson in which the students take their brains to the gym. This time they will strengthen their flexible-thinking muscles.
- Announce the Big Q.

Big Q: When was a time that you used flexible thinking to solve a problem by thinking about the problem in a new way?

3 minutes

Riddle challenge

2. Ask a riddle that illustrates cognitive flexibility.

- Explain that you are going to ask a riddle, and teams should do a team huddle to try to solve it. Ask that anyone who has heard the riddle before not give away the solution to the other students.
- Ask the following riddle exactly as worded:

A cowboy rode into town on Friday. He stayed for three days and left on Friday. How can that be?

His horse is named Friday.

- Give teams about 30 seconds to try to solve it. If they need a hint, remind them that the man is a cowboy and that they should think about what that might mean.
- After the riddle is solved, use **Buddy Buzz** to ask:

Why is this riddle a good example of thinking flexibly?

Because you have to think about the word Friday in a new way.

- Remind the students about the toothpick games that they played in an earlier flexible-thinking lesson. Use **Buddy Buzz** to ask the students what those brain-teasers and this riddle have in common.

They both require you to think creatively and stretch your brain to look at the situation from a different angle.

- Summarize that one big message of Getting Along Together is that there is more than one way to do things!

There is more than one way to think about a word, more than one way to memorize something, more than one way to draw something, and more than one way to solve a conflict with a friend. People who are good at thinking flexibly are good at creative problem-solving because they can see many possibilities.

2 minutes

Review flexible thinking.



- Briefly review the Cognitive Flexibility Brain Games and strategies.

- Ask the students to name some of the Brain Games that help them practice thinking flexibly.

Don't End That Word; Unfortunately, Fortunately; Find the Connection; The Cloth of Many Uses.

- Ask the students to get out their GAT Strategy Cards and review and define each flexible-thinking strategy with their partners.
- Display the strategy card on the overhead, and circulate to clarify definitions as necessary.

Teamwork

7-10 minutes

Nine-dot puzzle



- Introduce the nine-dot puzzle.

- Give each student a copy of the unsolved puzzle (so everyone can work on it), and explain that they will solve it in their teams.
- Explain that the students need to connect each dot with a straight line, but they have to do so with just four lines, and they cannot pick up the pencil between making each line.
- Display the unsolved puzzle on the whiteboard or overhead, and demonstrate one way to solve the puzzle using five lines. But the challenge is to do it in four!
- Remind the students to use their flexible-thinking strategies.
- Give the students 2 or 3 minutes to work on the puzzle. Ask any teams that solve it to show their solution only to you and not give it away to the class!
- If they cannot solve it, offer the following hint:

There is a well-known phrase that applies to this puzzle: Think outside the box.

- Urge the students to look at the nine dots as a box and then to think outside of that box.
- If a team solves the puzzle, have them show the solution to the class. If no one solves it, you should show the solution on the overhead/whiteboard.

- Debrief the puzzle activity. Ask:

Before today, had anyone heard of thinking outside the box? What does it usually mean?

It means to think creatively, to not do the same old thing that you tried before or that everyone else is doing.

Explain that the phrase began with this puzzle because someone realized that when most people try to solve it, they think that they have to stay within the nine-dot box (point to the box that the nine dots make), even though no one told them that they had to do that. Sometimes we have to be reminded to think creatively. The puzzle is easy once we realize that we can leave the box!

7-10 minutes

Connect cognitive flexibility to school.



Define matter as something you can see and touch.

2. Connect flexible, out-of-the-box thinking to school.

- Explain that flexible thinking is very helpful in subjects like science and math, when we need to think of different ways to solve a problem.
- Have teams do a team huddle to practice flexible thinking with one of the following two science questions (choose the one you think is best for your class, or do both if you have time). Give teams a few minutes to brainstorm and to write down their answers. Use **Random Reporter** to have them share responses.

No one can see air, but we know it exists. How many different ways to prove that air exists can your team think of?

Point to something waving in the breeze, such as a flag or a tree branch. Run with a big scarf or sheet behind you, and watch it puff out. Fly a kite. Blow up a balloon. Pop a balloon. Pump up a tire.

How many examples of matter changing over time can your team think of?

Ice melts; iron rusts; milk goes sour; water evaporates; bread grows mold; cookies go stale; bananas turn brown.

- Use **Buddy Buzz** to debrief by asking:

Why is it helpful to think of more than one way to prove something in science?

The more ways that you can demonstrate something, the more likely it is true. If you do not have the tools to prove something one way, you can prove it another way. Sometimes you learn something unexpected when you try an experiment a new way.

Reflection

5 minutes

2 points



The Big Q:

When was a time that you used flexible thinking to solve a problem by thinking about the problem in a new way?

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 creative thinking is required, use the phrase “Think outside the box.”
- When studying scientists, inventors, or explorers, highlight that they were good at thinking outside the box, and ask the students why this is so.
- Read the following quote from Bernice Fitz-Gibbon to the students: “Creativity often consists of merely turning up what is already there. Did you know that right and left shoes were only thought up only a little over a century ago?” Explain that creative people do not necessarily invent something new; they just look at something old in a new way. Another such example is when someone put wheels on a suitcase. Suitcases were around for hundreds of years; what took so long for someone to think to put wheels on them? Read and discuss the book *Mistakes That Worked* by Charlotte Foltz Jones in this context.
- Remind the students of the Einstein quote, “Insanity: doing the same thing over and over again and expecting different results,” and discuss it in terms of thinking outside the box.
- Additional cognitive-flexibility questions to ask include:

How many ways can you show that plants and animals grow and change?

Measure; compare against a known; observe over time and record the observations; children get taller; caterpillars change into butterflies; plants grow, bloom, and make fruit.

How many ways can you show that people rely on plants?

Cotton for clothes, vegetables for food, and wood for building and paper.

How many ways can you use a pencil?

To write, as a ruler, to erase, as a pointer, as a drumstick.

How many ways do people use rocks?

Use them as skipping stones, to make a path or patio, to build a house, or to build a wall.

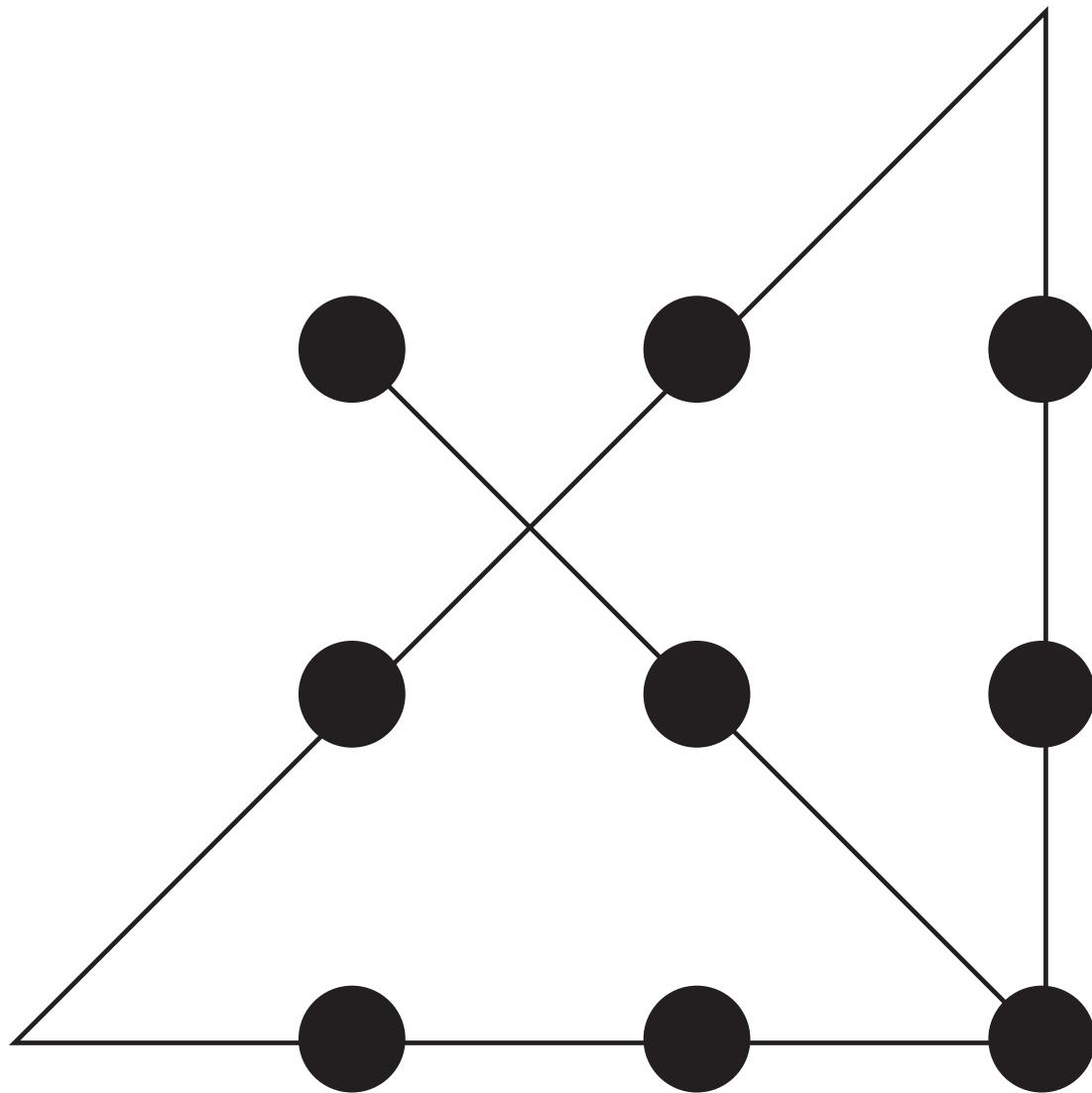
The following books have fun and challenging activities to help the students flex their thinking muscles. Look through them, and select games that would help your class practice flexible thinking:

- *The Total Brain Workout* by Marcel Danesi, Ph.D.
- *Extra Brain Workout* by Marcel Danesi, Ph.D.
- *Brain Games Kids*, Publications International, Ltd.
- *Are You Smart or What?* by Pat Battaglia

Nine-Dot Puzzle (unsolved)



Nine-Dot Puzzle Solution



30 minutes Brain Workout #4

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Dre and M. J. both want to use the last bit of green paint, but there is only enough for one of their projects.

If they use their flexible-thinking skills, how many different ways could they solve this problem?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Unit 6: Stop! Don't jump!

UNIT OVERVIEW

Unit Focus

In this three-lesson unit, the students will review the importance of learning to stop and think in difficult situations and to resist the urge to jump to a quick conclusion and 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, which is one of the four 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 avoid jumping to a conclusion, which can be an impulsive and rash response to a situation. They will also learn how some of the self-talk traps that they talked about in unit 4 can contribute to making a sudden and uninformed decision. The students will review and apply the concept of stopping in their tracks and getting the facts as a way to avoid jumping to an erroneous conclusion. Finally, they will learn that sometimes when they get the facts in a thoughtful and appropriate way, they might not like the facts; in that case, they have many Getting Along Together tools to help them cope with a disappointing or hurtful situation.

Unit Outcomes

Students will:

- identify motivations and intentions of others, in particular 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;
- formulate a simple plan of future action;
- identify effective and ineffective outcomes to conflict;
- predict outcomes of various decisions and actions;

- manage/cope with unfair situations;
- use consequential thinking to consider outcomes of a variety of possible solutions to a problem; and
- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives.

Books Used in Unit:

None

Stop and think before you jump!

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 I Spy 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 explore the cost of jumping to conclusions and understand how the self-talk traps can lead them to jump to conclusions.

ADVANCE PREPARATION

- Have the finished chart titled "Watch out for these self-talk traps!" from unit 4 displayed.
- Have a sentence strip with the words "Stop in your tracks, and get the facts" available.
- Prepare the Jupiter scenario for the overhead/whiteboard.
- Prepare Scenarios 1 and 2 for the overhead or whiteboard.
- Make sure the students have access to the GAT Strategy Cards.
- 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 unit; announce the Big Q.
- Introduce, or review, the concept of jumping to conclusions.
- Review self-talk traps in the context of jumping to conclusions.
- Review the idea of stopping in your tracks and getting the facts.

Teamwork

- Introduce the teamwork activity, evaluating two scenarios in the context of jumping to conclusions.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the new unit, and announce the Big Q.

2 minutes

Review jumping to conclusions.

The students have been taught about jumping to conclusions since the early grades of GAT, so the concept should be familiar.



4 or 5 minutes

Connect self-talk to jumping to conclusions.



- Introduce the new unit on how to avoid jumping to conclusions, and announce the Big Q.
 - Explain that the class is starting a new unit about using their stop and think skills to avoid jumping to conclusions.
 - Announce the Big Q.

Big Q: How could you jump to the wrong conclusion in our classroom, and why could that cause a problem?

- Review the concept of jumping to conclusions.

- Open with the following story, or tell one of your own that will appeal to your class:

I was driving to school the other day, and a policeman put on his siren and pulled me over. I was mad because I was sure that he was going to give me a speeding ticket, and I had not been speeding. I started to tell him that I did not deserve a ticket when he said, “Hello, ma’am. I just wanted to tell you that your sweater is stuck in the door and is dragging on the ground.”

- Use **Buddy Buzz** to ask:

Why is this story a good example of jumping to conclusions?

You decided what the policeman wanted without waiting for him to tell you. You guessed without any facts.

- Introduce and debrief a classroom example, and connect jumping to conclusions to two of the self-talk traps from the last unit.

- Show the following example on the overhead or whiteboard.

Jupiter got moved to a new reading group that he really likes because two of his good friends are in it. When he is reading to his partner, he makes a few mistakes. Jupiter sees the teacher make some notes while he is reading, and he decides that she is going to put him back in his old group. Jupiter slams his book shut, stops participating, and puts his head on the desk.

- Use **Buddy Buzz** to ask:

What conclusion does Jupiter jump to, and how does it make him feel and react?

He jumps to the conclusion that the teacher will send him back to his old reading group. He feels sad and/or mad, and instead of staying calm, he slams his book shut and stops participating.

- Explain that sometimes people jump to conclusions because they fall into a self-talk trap. Point to the “Watch out for these self-talk traps!” chart, and use **Buddy Buzz** to ask which self-talk traps Jupiter fell into.

Half-empty thinking, or expecting only the negative, and thought-reader thinking, or assuming he knows what the teacher plans to do next.

- Remind the students that there is usually more than one explanation for a situation. Use **Buddy Buzz** to ask the students to help Jupiter think of some other possible explanations for the teacher’s behavior.

The teacher could have been writing down what Jupiter was doing well; she could have been writing about another student; she could have been writing down something for him to practice rather than having him leave the group.

4 or 5 minutes

Review stopping in your tracks and getting the facts.



Remind the students to look at the GAT Strategy Card.



- Review the concept of stopping in your tracks and getting the facts in the context of the current scenario.

- Remind the students about the phrase, “Stop in your tracks, and get the facts.”
- Point to the word *stop* in the phrase. Remind the students that this is a word they hear a lot in GAT. Use **Buddy Buzz** to ask:

What possible clues could have suggested to Jupiter that he needed to stop? What could he have done to stop?

When he felt himself having a strong feeling in the situation, he could have tried Stop and Stay Cool strategies such as breathing or counting. If he was really upset, he could have tried taking a break or going to the Thinking Spot.

- Point to the rest of the phrase—“...and get the facts.” Have teams do a team huddle to answer the following:

How could Jupiter have gotten the facts in this situation?

Use **Random Reporter** to call on one or two teams to share responses.

He could have asked questions to get the facts, such as asking the teacher, “May I stay in this group?” or “Were you writing notes about me going back to my old group?” Or he could have left the teacher a note with his worries if he did not want to ask her directly. Or he could have asked a friend to talk to the teacher.

He could have used self-talk and told himself that there is no evidence that the teacher was writing about him. He could have told himself that he was using half-empty thinking and that there was no reason to take that negative view. He could have reminded himself that he cannot read the teacher’s mind.

Note: If the students do not suggest self-talk on their own, remind them about being a detective and checking the evidence for their thinking.

- Conclude by using **Buddy Buzz**, to ask:

If Jupiter had stopped in his tracks and gotten the facts instead of jumping to conclusions, how would this situation have been different?

Consider setting a Class Council goal of a minimum number of times that students report stopping in their tracks and getting the facts.

Jupiter would not have immediately decided that his teacher was sending him to another group, so he would not have gotten high up on the Feelings Thermometer or slammed the book shut. He would have either changed his worried self-talk or asked the teacher questions before he reacted to the wrong conclusion.

Teamwork

3 or 4 minutes

Scenario 1



If having the students jump in place is too disruptive, they can make a jumping gesture with their hands.

- Introduce the team review of Scenario 1.

- Show Scenario 1 on the overhead or whiteboard, and read it aloud.

Keyarra is in art class at a table with DeWade, who often has a hard time sitting still. Keyarra goes to get a drink, and when she returns, there is blue paint spilled all over her paper. She takes a few deep breaths and asks all the students at her table, “Do any of you know how the paint got all over my paper?”

- Have teams do a team huddle to discuss whether Keyarra jumped to a conclusion or stopped in her tracks and got the facts. After giving the students time to decide as a team, tell them that when you say “Go,” teams should either make a stop hand signal or stand and jump in place.

Teams should give a stop hand signal.

- Highlight that Keyarra realized that there are a number of possible explanations for how the paint spilled, and she knew to get the facts instead of jumping to the conclusion that DeWade was to blame. Have teams use flexible-thinking skills in a team huddle to come up with a few ways that the paint could have spilled.

- Use **Random Reporter** to call on a few teams to share responses.

Someone from another table could have bumped into Keyarra’s table; the wind could have knocked it over; anyone at her table could have knocked it over by accident, and now he or she may be ready to apologize; DeWade could have knocked it over but feels bad and is about to apologize; or someone else could have done it as a mean joke.

- Summarize that there is usually more than one way to explain an event, which is why it is so important to stop first and then get the facts.

5–7 minutes

Scenario 2



- Introduce the team debriefing scenario 2.

- Show Scenario 2 on the overhead or whiteboard, and read it aloud.

Shawna and Rita usually have lunch together. One day Rita accidentally spills her milk on Shawna’s tray. The next day Shawna has lunch with a new student instead of Rita. Rita decides that Shawna must be mad at her about the spilled milk and that Shawna does not want to be friends anymore. Rita feels hurt and stops being friendly to Shawna.

- Have teams do a team huddle to discuss whether Rita jumped to a conclusion about Shawna or stopped in her tracks and got the facts. After giving them time to decide, tell the students that when you say “Go,” teams should either make a stop hand signal or stand and jump in place.

The students should jump.

- Have teams do a team huddle to brainstorm what Rita could have done instead in this situation.
- Use **Random Reporter** to call on a few teams to share responses.



Students may need prompting to consider the role of the self-talk traps.

Rita could have asked Shawna some questions about why she did not sit with her the next day or asked if Shawna is indeed mad about the spilled milk. Also, Rita could have checked her own thinking to see if she was using thought-reader or half-empty thinking.

- Have teams use their flexible-thinking skills in a team huddle to think of some other reasons that Shawna might not have sat with Rita the day after the milk spilled.
- Use **Random Reporter** to call on a few teams to share responses.

Shawna might have thought it would be nice to sit with the new student; she might not have seen Rita at lunchtime; maybe the teacher asked Shawna to sit with the new girl; or maybe Shawna thought Rita might like to sit with someone else for a change.

Reflection

5 minutes

2 points



The Big Q:

How could you jump to the wrong conclusion in our classroom, and why could that cause a problem?

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

- As a journal assignment, give the sentence starter “A time when I jumped to a conclusion was...,” and have the students write a response. Or ask the students to write a story that involves a character jumping to the wrong conclusion.

- If your students are familiar with the story of Chicken Little, read or discuss it in the context of jumping to conclusions since Chicken Little assumes that the falling acorn means the sky is falling! Have the students think of other stories that are based on drawing the wrong conclusion.
- Encourage the students to analyze their favorite movies and television shows through the lens of a character who jumps to a wrong conclusion.
- Highlight that the I Spy Brain Game is great practice for asking questions!
- Reread *Miranda Peabody and the Case of the Lunch-Room Spy* by Susan DeBell, Ph.D which students read in Grade Four of Getting Along Together.
- Pose the questions, “Why do you think the term is ‘jumping to conclusions,’ instead of ‘walking to conclusions?’” and “What is the difference between jumping to a conclusion and reaching a conclusion?”

Jupiter got moved to a new reading group that he really likes because two of his good friends are in it. When he is reading to his partner, he makes a few mistakes. Jupiter sees the teacher make some notes while he is reading, and he decides that she is going to put him back in his old group. Jupiter slams his book shut, stops participating, and puts his head on the desk.



Scenario 1:

Keyarra is in art class at a table with DeWade, who often has a hard time sitting still. Keyarra goes to get a drink, and when she returns, there is blue paint spilled all over her paper. She takes a few deep breaths and asks all the students at her table, “Do any of you know how the paint got all over my paper?”

Scenario 2:

Shawna and Rita usually have lunch together. One day Rita accidentally spills her milk on Shawna’s tray. The next day Shawna has lunch with a new student instead of Rita. Rita decides that Shawna must be mad at her about the spilled milk and that Shawna does not want to be friends anymore. Rita feels hurt and stops being friendly to Shawna.





Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

Have you ever had to say to someone, "Oops, I guess I jumped to a conclusion. Sorry! I should have gotten the facts first." All of us have been in that situation, wishing we had stopped and taken the time to get all the information to make a good decision about what to do or say next.

In this unit of Getting Along Together, your child will review what it means to jump to a conclusion and why it is better for everyone to stop in their tracks and get the facts. Jumping to the wrong conclusions often leads to misunderstanding, blaming, and hurt feelings, all of which can cause problems in a classroom and a family. Continuing the important Getting Along Together theme of stop and think, your child will also review the importance of asking, "If I say or do this, what might happen next?"

Of course, even if we get the facts in a careful, thoughtful way, sometimes we don't like what we learned. Sometimes, a sibling did break a favorite toy, or a friend did do something mean or hurtful. While those situations are painful, the skills that your child has learned in Getting Along Together can help him or her cope with them in the best possible way and avoid making a bad situation worse.

Here are a few ways that you can help your child with these ideas at home:

- Ask your child to tell you what jumping to a conclusion means and to give some examples. Tell about some times when you jumped to a wrong conclusion or someone else did and what happened.
- Many books, TV shows, and movies involve someone jumping to a wrong conclusion. Discuss with your child what the character did and how the problems could have been avoided.
- Ask your child what stopping in your tracks and getting the facts means. Use the phrase with any family members who tend to blame, or accuse, first and ask questions later.
- If you are helping your child solve a problem or make a decision, help him or her think of a few possible choices and, with each one, to ask, "If I do this, what might happen next?"
- Ask your child to consider which Getting Along Together skills he or she finds most helpful in handling a disappointing or hurtful situation, either in school or at home.

Thank you for your help.

Sincerely,

Your Fifth-Grade Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Consider setting a goal of a minimum number of times that the students report that they stopped in their tracks and got the facts and describe how they did so.
 - 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.

Sasha is the line leader for the week, which is her favorite job. When the class lines up to leave music, the music teacher says Ali can be the leader. Sasha pushes Ali away, saying, "Hey, you stole my job."

Did Sasha jump to a conclusion? Role-play how she could have stopped and calmed down before she did or said anything. If you were Ali, 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.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Think it through, it could be you! “Are We Friends?”

Getting Along Together Routines

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

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

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

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



Key Point of the Lesson: Students will learn that using the expanded “I” Message format can be another way to get the facts, and they will use a “Think It Through, It Could Be You” video to review all ways to get the facts.

ADVANCE PREPARATION

- Locate the video called “Are We Friends?” on the GAT 2nd Edition DVD included in your kit.
Note: Preview it so you know what to expect.
- Copy the “Think it through, it could be you! Are We Friends?” sheet—one per team.
- Prepare a copy of the Think It Through, It Could Be You sheet to use on the whiteboard or overhead so you can record team responses.
- Prepare the Manny and Anquan scenario for the whiteboard or overhead.
- Write the expanded “I” Message sentence starter on the board: “I feel _____ when you _____ because it seems _____.” See unit 1, lesson 6 to review this concept.
- Make sure the students have their GAT Strategy Cards.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson, and announce the Big Q.
- Revisit the expanded “I” Message format in the context of getting the facts.

Teamwork

- Watch the video “Are We Friends?” and complete the “Think it through, it could be you!” sheet.
- Ask debriefing questions.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

I minute

Introduce the lesson, and announce the Big Q.

1. Introduce the Think It Through, It Could Be You lesson, and announce the Big Q.

- Explain that today the students will look again at the expanded “I” Message format as another way to get the facts in an unclear situation.
- Announce the Big Q.

Big Q: When in the last week did you stop in your tracks and get the facts and/or help someone else do so?

4–5 minutes

Revisit the expanded “I” Message in the context of getting the facts.

P

2. Revisit the expanded “I” Message format in the context of getting the facts.

- Show the Manny and Anquan scenario on the overhead or whiteboard, and read it aloud.

Anquan and Manny are good friends. One day, the gym teacher makes Manny a team captain, and he gets to pick his basketball teammates. Manny picks three other players before he chooses Anquan. Anquan decides that Manny must think he is not good at basketball. Anquan is hurt and stops being friendly to Manny.

- Point to the expanded “I” Message sentence on the board. Use **Buddy Buzz** to ask the students how Anquan would complete that “I” Message if he were to tell Manny his feelings about Manny’s not choosing him right away.

I felt hurt/mad/sad/insulted when you did not pick me right away because it seems that you think I am a bad basketball player.

- Underline the “it seems” part of the “I” Message. Remind the students that this part of the message is Anquan’s perception, or guess, about what is going on. By giving an “I” Message to Manny, Anquan can check out his perception and get the facts from Manny. If Manny answers, “I think you are a good player. Those other guys asked me to pick them,” Anquan is getting the facts.

Consider making a Class Council goal more frequent use of the expanded “I” Message format.

- Summarize that using an expanded “I” Message is another way to get the facts in an unclear situation.
- Conclude by telling the students that they will practice a variety of ways to stop in their tracks and get the facts, including using expanded “I” Messages.

Teamwork

20 minutes

View and debrief “Are We Friends?”



Emphasize that there is no one right answer.

1. Give each team a “Think it through, it could be you!” sheet.
2. Show the video “Are We Friends?” Video synopsis: Tasha jumps to the conclusion that Mona does not want to be her friend anymore because Mona has been spending time with some of her other classmates.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use **Random Reporter** to have teams share responses. Chart a few responses on the master “Think it through, it could be you!” sheet on the overhead or whiteboard.
 1. *Tasha thinks Mona suddenly does not want to be her friend anymore and that Mona prefers other kids.*
 2. *Tasha feels hurt, confused, and/or angry.*
 3. *The problem involves Mona, who now seems confused by her friend’s statement. Flash might also feel involved since he asked Mona to be his partner.*
4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the Solution 1 box.

Tasha jumped to a conclusion about Mona’s actions and did not stop in her tracks and get the facts.

Poor; thumbs down.
5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use **Random Reporter** to obtain answers from a few teams. Chart a few answers on the master “Think it through, it could be you!” sheet.

Tasha feels hurt and upset, possibly for no reason. Mona feels confused and maybe annoyed or mad that Tasha is accusing her of not wanting to be her friend. The girls have an uncomfortable conversation that perhaps could have been avoided.
6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use **Random Reporter** to obtain answers from a few teams. Chart a few team responses on the master sheet.

Encourage the teams to consider the various tools for teamwork, especially the GAT Strategy Card.

Students may point out that Tasha's conclusion could be right; Mona may not want to be her friend anymore. Explain that this is a possibility and that it is the subject of the next GAT lesson.

Solution: Tasha could have given Mona an expanded “I” Message and checked out her perceptions (e.g., *I feel worried/hurt/abandoned when you play with other kids because it seems that you prefer them to me*).

Consequence: Mona might understand why Tasha feels upset and reassure her that she likes her as much as ever, but also likes being with other kids.

Solution: Tasha could ask questions to get the facts (e.g., ask Mona why she is being Flash's partner or ask if Mona does not enjoy being with her anymore).

Consequence: Mona might explain that Flash asked her to be his partner first, or she might explain that just because she plays with other people does not mean she does not like Tasha anymore.

Solution: Tasha could check out her own thinking and self-talk to see if it is backed by any evidence. She might decide that she is using half-empty or thought-reader thinking and that she should stop worrying and find something else to do.

Consequence: Tasha will not get upset at Mona and the girls will avoid an awkward conversation.

Other solutions?



7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use **Random Reporter** to obtain answers from a few teams.
8. Have teams do a team huddle to answer the following debriefing questions. Use **Random Reporter** to call on a few different teams for each question.

If your good friend decided to do one or two things with someone else, would that worry you? Why or why not?

What kinds of behaviors would make you worry that your friend did not like you anymore?

Is it harder to stop in your tracks and get the facts in a friendship dilemma than in a situation like finding that your pen is broken or your hat is missing? Why or why not?

9. Summarize the lesson:

Jumping to conclusions is the opposite of stopping in your tracks and getting the facts. In any unclear situation, jumping to conclusions can lead to misunderstandings and hurt feelings; getting the facts gives you the information to make a good decision about what to do next.

Reflection

5 minutes

2 points



The Big Q:

When in the last week did you stop in your tracks and get the facts and/or help someone else do so?

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 reading a book or watching a movie in which a character has a strong feeling about the behavior of someone else, ask the students to help that character use an expanded “I” Message to express the feeling.
- In reading class, discuss the difference between drawing a conclusion and jumping to a conclusion. Elicit that drawing a conclusion is more reliable because it is based on the actual known facts instead of your unproven perception of the situation.
- As a journal or discussion question, ask, “Why would thinking about the Cool Rule help you remember to get the facts instead of jumping to a conclusion?”
- Ask the students to look for newspaper or magazine articles or to listen for a story on the news about someone who jumped to a conclusion instead of getting the facts.

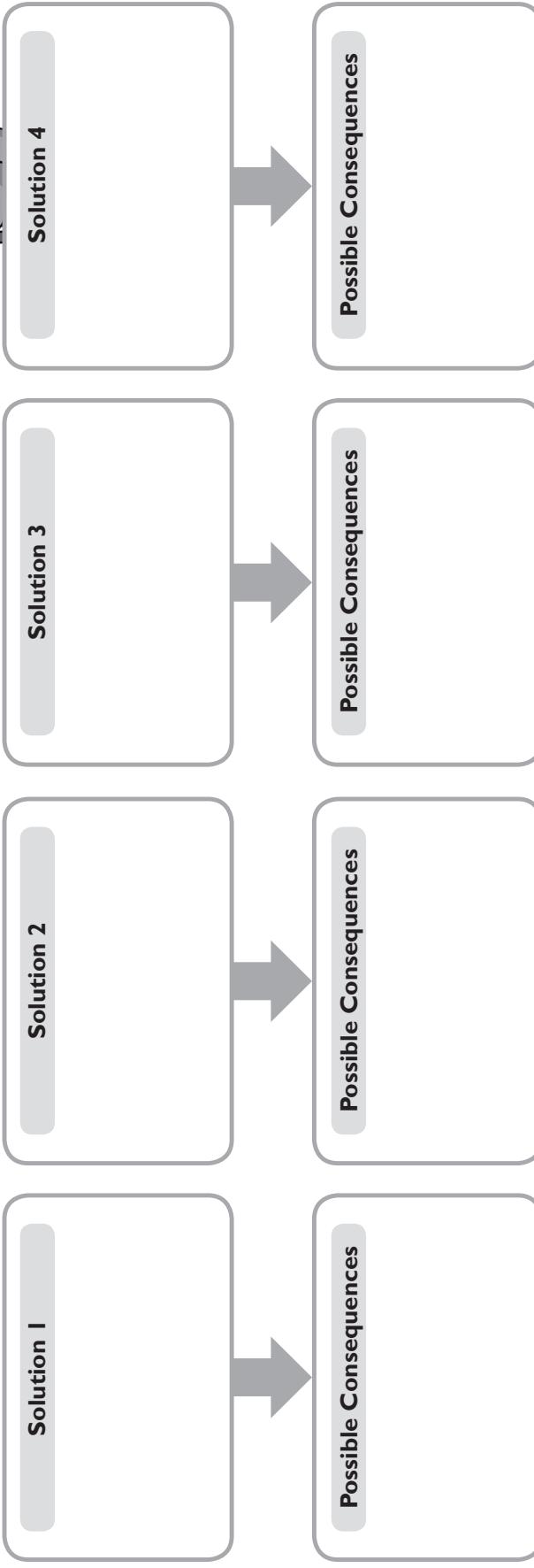
Anquan and Manny are good friends. One day, the gym teacher makes Manny a team captain, and he gets to pick his basketball teammates. Manny picks three other players before he chooses Anquan. Anquan decides that Manny must think he is not good at basketball. Anquan is hurt and stops being friendly to Manny.



Think it through, it could be you!

“Are We Friends?”

1. What is Tasha's problem?
2. How does Tasha feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Tasha do to solve this problem?



5. Circle the best win-win solution for this situation.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

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- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. Consider making increased use of the expanded "I" Message a goal for this week.
 - 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.

Juan is not a very good kickball player, and his good friend Maurice is. Maurice does not pick Juan to be on his team for kickball, and Juan decides that Maurice must not like him anymore.

Role-play an expanded "I" Message that Juan might give to Maurice. What are some other reasons that Maurice might not pick Juan? What can both boys do to solve this problem and stay friends?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Don't like the facts? Relax! You know what to do!

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 Cognitive Flexibility 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 explore how to handle a situation in which they get the facts appropriately but find them upsetting or disappointing.

ADVANCE PREPARATION

- Prepare the two versions of Jupiter's situation for the overhead or whiteboard.
- Make sure the "Watch out for these self-talk traps!" chart from unit 4 is displayed.
- Have chart paper ready for use in Active Instruction.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson on coping with disappointing facts; announce the Big Q.
- Review Tasha and Mona's situation from the previous lesson in the context of getting disappointing facts.

Teamwork

- Teams revisit the Jumping Jupiter scenario from lesson 1 to brainstorm a variety of ways to apply Getting Along Together skills to his disappointing situation.

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 on coping with disappointing facts; announce the Big Q.
 - Remind the students that they have been reviewing why and how to avoid jumping to conclusions and the importance of stopping in their tracks and getting the facts.
 - Today's lesson will focus on what to do if you get the facts but do not like them. How can you cope with upsetting or disappointing situations?
 - Announce the Big Q.

Big Q: Which of the Getting Along Together skills and strategies do you find most helpful in handling a disappointing or upsetting situation in school? Why?

7 minutes

Introduce ways to cope with disappointing facts.

2. Explore coping with disappointing facts by revisiting the video "Are We Friends?" from lesson 2.
 - Remind the students that Tasha does not stop in her tracks and get the facts when she is worried that Mona does not want to be her friend anymore; instead, she jumps right to that conclusion.
 - Ask:

Suppose Tasha stays calm and uses an "I" Message and, instead of jumping to a conclusion, says to Mona, "I feel worried when you spend time with all these other kids because it seems that you do not want to be my friend anymore." And suppose Mona answers, "Well, Tory is my new best friend. We just have a lot more in common." How do you think Tasha would feel?

Hurt, disappointed, sad, left out, etc.

- Explain that Tasha got the facts appropriately, and she does not like them; they do not make her feel happy. But the good news is that Getting Along Together teaches many tools that can help Tasha cope with her disappointment.
- Ask the students to think about all the different GAT tools that could help Tasha. If necessary, remind them to think about the Tools for Teamwork, the GAT Strategy Card, and all the friendship and hurdles strategies.
- Use **Think-Pair-Share** to ask:

What are some suggestions that you would have for Tasha to help her cope with Mona's comment?

Call on a few students to share responses, and chart them.



Tasha could try:

Your students should have a lot of ideas after a year of GAT lessons. As needed, prompt them to consider specific aspects of GAT to come up with a diverse and creative list of suggestions.

- *stopping and thinking before she says or does something she regrets.*
- *staying calm by breathing, going to the Thinking Spot, etc.*
- *talking it out with Mona, using "I" Messages to explain her feelings. If Mona responds with "I" Messages and both girls use active listening and empathy, they might be able to reach an understanding.*
- *using positive self-talk and avoiding self-talk traps. Instead of thinking only about Mona not being her best friend right now, Tasha can remind herself about the other friends that she has. She can avoid extreme thinking and realize that Mona's comment is not the worst thing in the world; it is just something that Mona said today.*
- *taking a break from Mona.*
- *laughing it off.*
- *finding something else to do to take her mind off her problem.*
- *finding other, more inclusive students to play with.*
- *using the friendship steps to make a new friend.*
- *getting help from a caring adult or friend.*
- *Others?*
- Summarize that there are many times in life when we do not like the facts handed to us. While we cannot always control or change the facts of a situation, we can control how we respond to them. Getting Along Together gives us many tools to help us respond in the best ways possible.

Teamwork

15–17 minutes

Jupiter activity



1. Introduce the team exercise about Jupiter's situation.

- Remind the students about Jupiter from lesson 1 of this unit. Show version 1 of his situation on the overhead or whiteboard:

Jupiter got moved to a new reading group that he really likes because two of his good friends are in it. When he is reading to his partner, he makes a few mistakes. Jupiter sees the teacher make some notes while he is reading, and he decides that she is going to put him back in his old group. Jupiter slams his book shut, stops participating, and puts his head on the desk.

- Quickly review that in lesson 1, the class talked about how Jupiter did not stop in his tracks and get the facts; instead, he jumped to a conclusion. Then show version 2 of the same situation:

Jupiter got moved to a new reading group that he really likes because two of his good friends are in it. When Jupiter is reading to his partner, he makes a few mistakes. Jupiter sees the teacher make some notes while he is reading, and he wonders if she might be thinking of putting

him back in his old group. After reading, he gets the facts by asking the teacher if she plans to move him. The teacher says, “Yes, Jupiter, your old group was a better fit for you. I know you like your new group, but you need to return to the old group tomorrow. I am sorry.” Jupiter is mad, sad, and disappointed!

- Tell the students that they will now work with their teammates to help Jupiter use his Getting Along Together skills to cope with this upsetting news.
- Have teams do a team huddle to use their flexible-thinking skills to think of at least two ways that Jupiter could help himself feel better in this disappointing situation. If necessary, remind the students to consult their GAT Strategy Cards and look at the various GAT visual aids and strategies posted in the classroom.
- Use **Random Reporter** to ask teams to share one different idea per team; chart the responses. **Note:** Ask the students to give detailed answers (e.g., if they say Jupiter could use self-talk, they should include suggested words).



Jupiter can:

- *use breathing, the Settle-Down Jar, or the Thinking Spot to calm down and avoid saying or doing something he regrets.*
- *stop and think and ask himself, “If I do this, what might happen next?”*
- *use “I” Messages and active listening to talk it out with the teacher.*
- *get the facts from the teacher and find out what he needs to do and what skills he needs to practice to get back into the new group.*
- *get help from the teacher, another student, or a tutor to improve enough to get back into the new group.*
- *use positive self-talk. For example, he can use half-full thinking and remind himself what he is very good at, even if reading is not his best subject. He can try to avoid the I Can’t chant and say what he can do (i.e., instead of saying “I can’t read well enough for the new group,” he can say, “I can read well enough sometimes because I got moved there once. I can work very hard and try to get moved back. I can improve with practice because I already have.”) He can replace extreme thinking like “I will never get back into the new group; I will always be stuck in this other group,” with “Some days I do not read as well as others; tomorrow I might read better than I did today.”*
- *talk to a friend or adult who has good empathy skills.*

2. Ask teams to brainstorm how they could help Jupiter feel better if they were his teammates and friends.
 - Have teams do a team huddle to think of which Getting Along Together skills they could use to help Jupiter feel better.
 - Use **Random Reporter** to have each team share a suggestion. Possible answers include:
 - *Use the three steps of empathy to help Jupiter feel better*
 - *Think about the Cool Rule.*

- *Say kind and encouraging words.*
- *Others?*

4. Summarize the lesson and unit as follows:

When we are in a difficult or unclear situation, we have to stop and think first! We need to stop in our tracks and get the facts because what we first thought might be wrong.

Once we know the facts of a situation, we have to stop and think again and use our Getting Along Together skills to think of a few different ways to respond to the situation. Even if we do not like the facts of the situation, we can figure out a good way to handle a disappointing or upsetting situation.

Reflection

5 minutes

2 points



The Big Q:

Which of the Getting Along Together skills and strategies do you find most helpful in handling a disappointing or upsetting situation in school? Explain why.

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

- Present the following as a discussion or journal question: How would the world be a better place if more people were good at stopping and thinking before acting? Give some specific examples.
- As a journal assignment, ask the students to imagine being very disappointed about a situation such as not making the A basketball team or feeling very hurt when another student excludes him or her from a secret club. Then ask the students to write themselves a letter giving themselves advice about how to cope with this upsetting situation. (The students can choose their own examples of a disappointing situation.)
- Consider sharing any example from your own childhood in which using one or more of the GAT skills helped you cope with disappointment.

Version 1

Jupiter got moved to a new reading group that he really likes because two of his good friends are in it. When he is reading to his partner, he makes a few mistakes. Jupiter sees the teacher make some notes while he is reading, and he decides that she is going to put him back in his old group. Jupiter slams his book shut, stops participating, and puts his head on the desk.

Version 2

Jupiter got moved to a new reading group that he really likes because two of his good friends are in it. When Jupiter is reading to his partner, he makes a few mistakes. Jupiter sees the teacher make some notes while he is reading, and he wonders if she might be thinking of putting him back in his old group. After reading, he gets the facts by asking the teacher if she plans to move him. The teacher says, “Yes, Jupiter, your old group was a better fit for you. I know you like your new group, but you need to return to the old group tomorrow. I am sorry.” Jupiter is mad, sad, and disappointed!

With your team, help Jupiter use his Getting Along Together skills to cope with this disappointing news.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

Jameel wants to represent his class in the district slam poetry contest, but the teacher picks Dante. Jameel is very sad and disappointed.

Role-play some ways that Jameel could make the situation worse for himself. Then role-play how his Getting Along Together skills could help him cope with this difficult situation.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

Unit 7: **Wrap-Up: Look back, look ahead, and celebrate!**

UNIT OVERVIEW

Unit Focus

In this final two-lesson unit, students will review, internalize, and integrate important Getting Along Together skills that have been learned throughout the year. They will self-assess their individual progress in these skills, and they will celebrate the progress the class has made as a whole! They will also be encouraged to anticipate how these concepts and skills will be useful over the summer and in middle school. A variety of culminating and engaging projects that could be completed during the remainder of the school year are suggested.

Unit Outcomes

Students will:

- review social, emotional, and cognitive Getting Along Together skills and strategies learned throughout the year;
- self-assess growth in Getting Along Together skills; and
- plan how to use Getting Along Together skills over the summer and in middle school.

30 minutes Unit 7 | Lesson 1

Looking Back at Getting Along Together

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at 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 any Brain Game that your class enjoys 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 Getting Along Together concepts and skills that have been taught throughout the curriculum.

ADVANCE PREPARATION

- Prepare the Station Directions for the overhead or whiteboard.
- Designate areas of your classroom to set up stations that can be available all week. Prepare signs to label each of the eight stations (e.g., Station 1: Brain Game Aim: Focus).
- Have blank paper and pens available for stations 1–4 and pens only at stations 5–8.
- Have the following materials ready for each of the stations that teams will visit:
 - Station 1: Have a few Focus Brain Game cards, such as Name Game and Bouncing Ball, at this station that can be played in teams.
 - Station 2: Have a few Stop and Think Brain Game cards, such as Questions and Don't Break the Sugar Bowl, at this station that can be played in teams.
 - Station 3: Have a few Cognitive Flexibility Brain Game cards, such as Don't End That Word and Unfortunately, Fortunately, at this station that can be played in teams.
 - Station 4: Have a few Memory Brain Game cards, such as Here Is Your Ice-Cream Sundae! and On My Pizza, I Like, at this station that can be played in teams.

- *Station 5:* Have the Peace Path poster available on the floor at this station so the students can walk it. Also, copy and cut out the Peace Path situation cards—one card per student.
- *Station 6:* Copy and cut out the two Self-Talk Cards—one card per student.
- *Station 7:* Copy and cut out the “Be a super teammate and friend!” cards—one card per student.
- *Station 8:* Have four red crayons available. Copy and cut out both Cool Down Situation Cards—one card per student.

Note: Please leave these materials at each station throughout the week.

- Sign and copy the Parent Peek letter—one per student.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Briefly introduce the last unit, highlighting that the students will review important GAT skills by going to various stations.

Teamwork

- Have teams rotate through two stations during this lesson to review important GAT skills and strategies.
- Debrief about the stations during the Big Q.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the final
GAT unit.

1. Introduce the last unit, which will be a review, reflection, and celebration of the skills learned throughout the year.

In this last unit, we will review the Getting Along Together skills that we have learned during the year, thinking about which skills we have gotten better at and celebrating our success! Today’s lesson will focus on reviewing key GAT skills.

Emphasize that the review will consist of visiting various stations to practice different GAT skills. This will require movement and some independence on the students’ part. Highlight the fact that since they are fifth graders, you know they can handle this responsibility.

1 minute

Announce the Big Q.

2. Announce the Big Q.

Big Q: What skill did you practice at one of the stations that your team visited today, and why is this skill useful at school?

Teamwork

3 minutes

Explain the stations.



1. Introduce the stations, and prepare teams to go to them to review basic Getting Along Together skills.

- Tell the students that each team will visit *two* stations during the lesson today. Any stations that they are not assigned to today will be available to them throughout the week.

Note: Please have the stations available all week. Depending on how you structure your class, you may want to allow the students to visit any station that they did not get to try during the lesson if they finish their work early. Since the stations are set up to be done with more than one person, the students may do the activity at the station with any other students who finish early, not just their teammates.

- Display the Station Directions on the overhead or whiteboard. Introduce and explain each station one at a time. **Note:** There are eight stations for the students to rotate through in case you have eight teams in your classroom. Each team should visit only one station at a time.

Station 1: Brain Game Aim: Focus. Select one Focus Brain Game, and play it. On the blank paper, discuss and write down how focusing helps you in school.

Station 2: Brain Game Aim: Stop and Think. Select one Stop and Think Brain Game, and play it. On the blank paper, discuss and write down how stopping and thinking helps you in school.

Station 3: Brain Game Aim: Cognitive Flexibility. Select one Cognitive Flexibility Brain Game, and play it. On the blank paper, discuss and write down how thinking flexibly helps you in school.

Station 4: Brain Game Aim: Remember. Select one Memory Brain Game, and play it. On the blank paper, discuss and write down how your memory helps you in school.

Station 5: Peace Path Practice! Partner up with another student on your team. Choose one of the two Peace Path situation cards, read it aloud, and walk the Peace Path to work out the conflict. Have the other partner pair on your team write down your “I” Messages and which win-win conflict solver you chose. Then switch roles with the other partner pair, and repeat this activity with the other Peace Path card.

Station 6: Self-Talk. Partner up with another student on your team. Each partner should choose a different Self-Talk card. Read the situation and the negative self-talk. Write which negative self-talk trap the character falls into. In the self-talk bubble, write the positive self-talk that the person could use in this situation. Then describe your situation and positive self-talk to your partner.

Station 7: Be a super teammate and friend! Each person on the team should choose a different “Be a super teammate and friend!” card. Answer the questions at the bottom of the cards together. Share your responses with your teammates.

Station 8: Cool down! Your whole team should choose one Situation. Make sure each person on your team has a copy of the same situation card. Read the situation, color where you would be on the Feelings Thermometer, and write which strategy you would use to cool down. Compare with your teammates how high or low you all are on the Feelings Thermometer and which strategies you used to cool down.

20 minutes**Rotate through
the stations.**

2. Assign each team to a station. Give them 10 minutes to do the activity at the station. Circulate to see how teams are doing with the tasks.

After about 10 minutes, collect any team papers, and have teams rotate to the next station (if a team is currently at station 1, they should move to station 2 and so forth). Give teams about 10 minutes at the new stations. Collect any team papers.

Reflection

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

What skill did you practice at one of the stations that your team visited today, and why is this skill useful at school?

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

- Continue to have the students visit the stations during the week. When you do this, display the Station Directions on the overhead or whiteboard.
- If possible, meet with the students and their parents to discuss the progress that they have made over the course of the year.
- Ask the students to brainstorm a new station that could be made to review a Getting Along Together skill.

Station Directions

Station 1: Brain Game Aim: Focus. Select one Focus Brain Game, and play it. On the blank paper, discuss and write down how focusing helps you in school.

Station 2: Brain Game Aim: Stop and Think. Select one Stop and Think Brain Game, and play it. On the blank paper, discuss and write down how stopping and thinking helps you in school.

Station 3: Brain Game Aim: Cognitive Flexibility. Select one Cognitive Flexibility Brain Game, and play it. On the blank paper, discuss and write down how thinking flexibly helps you in school.

Station 4: Brain Game Aim: Remember. Select one Memory Brain Game, and play it. On the blank paper, discuss and write down how your memory helps you in school.

Station 5: Peace Path Practice! Partner up with another student on your team. Choose one of the two Peace Path situation cards, read it aloud, and walk the Peace Path to work out the conflict. Have the other partner pair on your team write down your “I” Messages and which win-win conflict solver you chose. Then switch roles with the other partner pair, and repeat this activity.

Station 6: Self-Talk. Partner up with another student on your team. Each partner should choose a different card. Read the situation and the negative self-talk. Write which negative self-talk trap the character falls into. In the self-talk bubble, write the positive self-talk that the person could use in this situation. Then, describe your situation and positive self-talk to your partner.

Station 7: Be a super teammate and friend! Each person on the team should choose a different “Be a super teammate and friend!” card. Answer the questions at the bottom of the cards together. Share your responses with your teammates.

Station 8: Cool down! Your whole team should choose one Situation. Make sure each person on your team has a copy of the same card. Read the situation, color where you would be on the Feelings Thermometer, and write which strategy you would use to cool down. Compare with your teammates how high or low you all are on the Feelings Thermometer and which strategies you used to cool down.

Station 5

Peace Path Situation Cards

Peace Path Situation 1



Corinne and Josephine are two good friends who are doing their homework together. Corinne is really annoying Josephine by munching her snack loudly while she does her homework. Josephine is annoying Corinne by listening to music while she does her homework.

Corinne's "I" Message:

Josephine's "I" Message:

Win-Win Conflict Solver:

Peace Path Situation 2



Walter lets Gordon use his ruler during math class. Gordon drops it on the floor. When he gets up to pick it up, he accidentally steps on it, and it breaks in half. Now neither of them have a ruler to use.

Gordon's "I" Message:

Walter's "I" Message:

Win-Win Conflict Solver:

Station 6

Self-Talk Cards

Self-Talk Situation 1

Brandon works really hard on his report for social studies class. When the teacher returns it, she has made many positive comments and has circled a couple of misspelled words. Brandon gets a few points off for spelling errors.

Negative Self-Talk

Brandon says to himself:

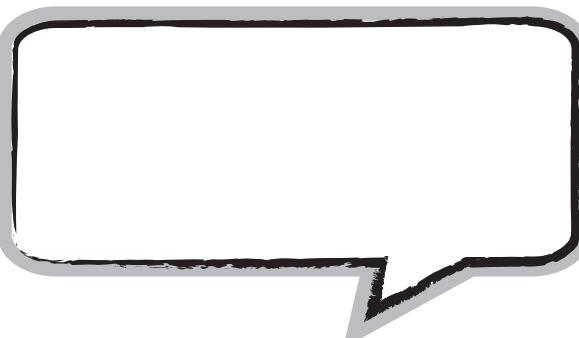
I'm a horrible speller. I know I'll never get picked for the spelling bee.

Which negative self-talk trap does Brandon fall into?



Positive Self-Talk

Help Brandon toss out the negative words and toss in positive words:



Self-Talk Situation 2

When Marcella gets to gym class, the teacher says they are all going to learn how to play lacrosse. The only sport Marcella plays is baseball, and no one in her neighborhood plays lacrosse. She feels worried and anxious about playing lacrosse and drops the first three balls.

Negative Self-Talk

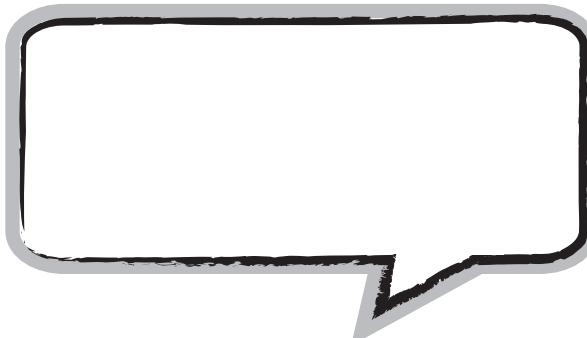
Marcella says to herself:

I can't ever learn this game. I can't catch the ball even once. I'm never going to be good at lacrosse.

Which negative self-talk trap does Marcella fall into?

Positive Self-Talk

Help Marcella turn her negative statement into a question:



Station 7

Be a super teammate and friend!

Friendship

Jana is sad and hurt because Mikayla told one of her most private secrets to another friend.

Why can telling a friend's secret create a friendship problem?

Which win-win conflict solvers could Mikayla use?

Tell your teammates about a time when you were able to stop and think in a friendship situation in which you felt hurt or sad.

Hurdles

Barry and his partner are answering a Think-Pair-Share question. Barry constantly interrupts, puts down his partner's ideas, and tells his partner that they are only sharing Barry's ideas if the teacher calls on them.

How could the Cool Rule help Barry be a better partner and teammate?

Tell your teammates one strategy that you use to be a super teammate during discussions.

Jumping to Conclusions

Ayana lost her pencil case. She sees Michael with the one she believes she lost. She is sure that she could identify it as her own.

What questions could Ayana ask before she accuses Michael of stealing her pencil case?

Tell your teammates about a time when you stopped in your tracks and got the facts to solve a conflict.

Empathy

Emma is very kind and is helping to bring in all the recess equipment. She trips and drops the bag full of balls, which spill all over the recess yard.

Complete the three steps of empathy:

- Emma probably feels _____.
- Think about a time when you felt that way.
- This is what her friend Grace could do or say to show that she cares about Emma:

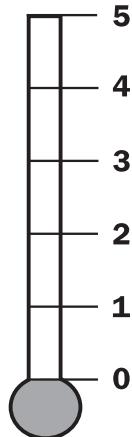
Tell your teammates about a time when you showed empathy.

Station 8

Cool Down Situation Cards**Cool Down Situation 1**

The whole class loses 5 minutes of recess just because one person won't stop talking while you are lining up.

Think about this situation. Color the Feelings Thermometer to show how frustrated or mad you would be.

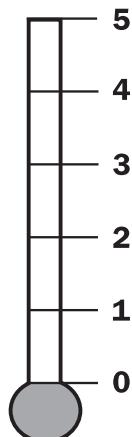


What cool-down strategy would you use in this situation? _____

**Cool Down Situation 2**

The teacher announces that there will be a pop quiz in the subject that is hardest for you.

Think about this situation. Color the Feelings Thermometer to show how anxious or worried you would be.



What cool-down strategy would you use in this situation? _____



Parent Peek Letter

Dear Fifth-Grade Parent or Family Member:

It is hard to believe that the end of the school year is near, and we are beginning our *final* Getting Along Together wrap-up unit! We have so much to celebrate, and you must be so proud of the progress that your child has made. Thank you for all of your support for the Getting Along Together program!

Everyone in our class has worked hard to improve in all the skills needed to be successful members of a classroom, such as active listening, focusing, remembering what has been taught, being a helpful and encouraging teammate, maintaining self-control, and learning to resolve conflicts and manage tricky friendship dilemmas.

In this final unit, we will look back to think about the progress that we have made in the Getting Along Together skills throughout the school year, and we will look ahead to see how these skills can be used over the summer and in middle school.

Here are a few ways that you can help your child practice some of the Getting Along Together skills at home:

- Review the Getting Along Together Strategy Card with your child to think of other ways that your child could work on the skills over the summer.
- If your child is starting middle school, brainstorm ways the Getting Along Together skills will be useful in sixth grade.
- Play Brain Games with your child. Ask him or her to tell you how to play some of the following:
 - Focus games such as Bouncing Ball or Chip 'n Stick;
 - Stop and Think games such as Buzz or 1, 2, 3, Don't Interrupt Me;
 - Memory games such as Movement Memory or Remember and Rearrange; and
 - Cognitive Flexibility games such as Unfortunately, Fortunately or Find the Connection.

Once again, thank you for supporting the Getting Along Together skills at home!

Sincerely,

Your Fifth-Grade Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.
- Copy the compliment form—one per student.
- Before this lesson, write each student's name on the compliment form. **Note:** These cards will be randomly distributed to each student so they can write a compliment about the person whose name they get.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- 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.

The format for this part of Class Council will be different than usual today. Instead of role-playing a situation, have the students write a compliment for another classmate about how he or she has improved in one of the GAT skills you reviewed this week.

- Randomly pass out the compliment forms. Make sure the students do not have their own names!
- Have the students write a meaningful compliment about the person named on their forms. They should write a compliment highlighting a specific GAT skill. **Note:** The students can also decorate/illustrate the cards.

Note: Depending on your class, you may need to review meaningful compliments.

- Circulate to see that the students are writing meaningful compliments.

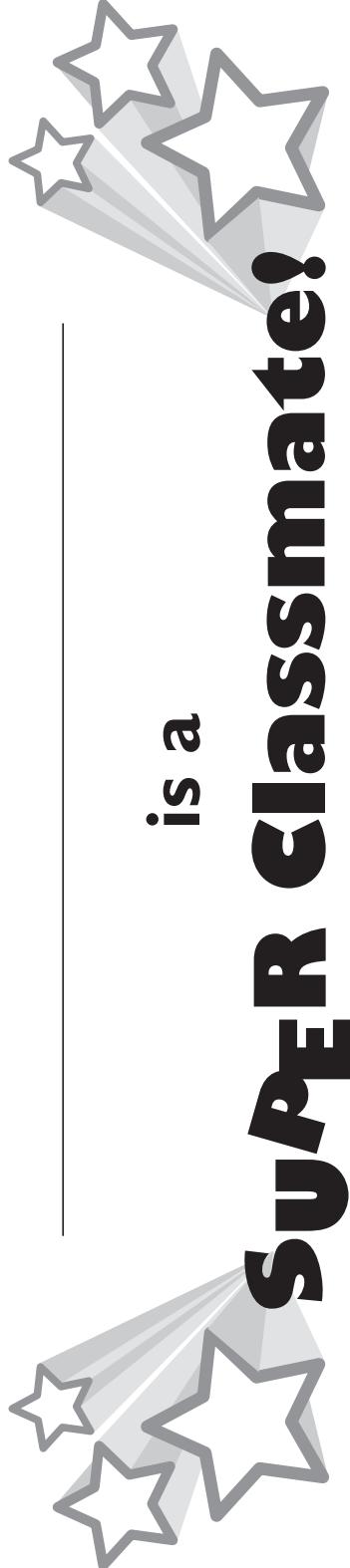
- Have the students give their compliment card to the person named on the card. If time allows, call on a few students to read their cards aloud, either to the whole class or to a buddy.
- Collect the cards, and post them when you have time.
- At the end of the school year, pass out the cards for the students to take home to show their families!

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.

**is a
SUPER classmate!**



Here is my compliment for you:

Sincerely,

Looking Ahead at Getting Along Together

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at 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 any Brain Game that your class enjoys 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 self-assess their GAT skills, plan how to use GAT skills over the summer and in middle school, and complete a culminating project.

ADVANCE PREPARATION

- Copy the Getting Along Together Self-Assessment form—one per student.
- Prepare the self-assessment for the overhead/whiteboard.
- Make sure that the GAT Strategy Cards are available for the class.
- Have a journal available for each student.
- Prepare the Journal Entry for the overhead/whiteboard.
- Prepare the GAT Strategy Card for the overhead or whiteboard.
- Have chart paper available.
- Have any materials ready for the project you choose to do during Teamwork.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Have the students self-assess their progress and growth in GAT skills and strategies.
- Have the students identify and journal about three specific GAT strategies to work on over the summer to prepare for middle school. They should tell why the three strategies are important for middle school and how they will try to improve these skills during the summer.

Teamwork

- Complete a culminating activity to wrap up the GAT curriculum.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

9 minutes

Self-assessment



The goal of the self-assessment is for the students to reflect on the progress they have made over the course of the year and celebrate that progress.

1. Introduce the final GAT lesson, and have the students complete a self-assessment to reflect on areas in which they have improved over the year and areas still in need of improvement.

Today is the last lesson of our Getting Along Together curriculum.

Praise the class as a whole for progress you have seen throughout the year. Point out specific examples of GAT skills that the class has improved. Suggest some cheers!

Tell the students that they will think about their own individual progress in GAT this year.

- Pass out a self-assessment form to each student.
- Project the self-assessment and read it aloud.
- Have the students individually complete the self-assessments.

Use **Buddy Buzz** to have the students discuss the following:

Tell your partner which skill you improved in the most over the year.

Answers will vary.

- Collect the self-assessments, and read them later. Compare the progress that you think the students have made with the students' sense of their own progress. If you learn any information that might be helpful to next year's teachers, pass it on.
- When you finish reading the self-assessments, glue them into the students' journals.

1 minute

Announce the Big Q.

Big Q: How will the skills you learned in GAT this year help you in middle school next year?

Note: Students will be able to use their journal responses to answer the Big Q. Also, if your students do not move on to middle school in 6th grade, adjust the wording of the Big Q.

10 minutes

Looking Ahead: GAT
Strategy Card and journaling

3. Looking Ahead: Review the Getting Along Together Strategy Card to anticipate how the GAT skills will be used over the summer and in middle school.

You have done such a great job of improving your Getting Along Together skills, and the good news is that you can keep using these skills over the summer and in middle school next year!

Make sure the students have their GAT Strategy Cards.

Display the Getting Along Together Strategy Card on the overhead or whiteboard.



Let's look at the strategies on the front and back of this card.

Briefly review the heading on the card.

Have teams do a team huddle to discuss the following:

Tell about a time over the summer when you might need to use one of the strategies on the card. For instance, when might you need to solve a conflict, remember information, or use self-talk?



Use **Random Reporter** to call on teams to share responses. Have chart paper available to record team responses.

I might need to remember the grocery list when I'm at the store; I might need to solve a conflict with my brother or sister; I might feel shy about making a new friend at day camp.

Now I want each of you to look at the big headings on the strategy card, such as "How do I Focus?" or "How do I Remember?," and circle one that you most need to work on over the summer to help you get along with others.

For example, I might choose to work on the cool-down strategies over the summer.

Circulate to see which headings the students are choosing.

Then think about a specific strategy under that heading that you most need to improve. For example, I will work on using self-talk to remind myself to calm down.

Use **Buddy Buzz** to have the students discuss the following:

Tell your partner which topic you chose and which strategy you will practice over the summer.

Call on a few students to respond.

Pass out the journals.



Display the Journal Entry page on the overhead or whiteboard, and read it aloud:

- What skill will you work on over the summer? Give an example of when you might use this skill over the summer, and tell why this skill is important for getting along together.**
- Which strategy will you use to practice that skill?**

- Give an example of how you think this skill will help you in middle school.

Note: The students may take their journals home at the end of Class Council if this is your last week of school.

Teamwork

Timing will vary, depending on the project chosen.

Culminating activity

If the school year concludes this week and there is no time for a project, be sure to have a GAT celebration in your final Class Council; see the Class Council guide for suggestions.

1. Complete an activity to wrap up the Getting Along Together curriculum.

Depending on the amount of time you have left in the school year, choose one of the following activities to do with your class as a culminating activity.

- Have the students write new Brain Games that they could play over the summer.
- If you have access to video equipment, have the students write and film their own Think It Through, It Could Be You videos or a news broadcast about an important GAT skill.
- Plan a cross-grade project. For example, have your class work with a second-grade classroom to prepare a presentation about Getting Along Together for the school. Invite parents in to see the presentation.
- Plan a schoolwide activity or event to celebrate meeting a year's worth of Cooperative Challenges and creating a cooperative community in the school.
- Create a banner, a poster, a quilt, a mural, or another art project to highlight important Getting Along Together skills that the students learned throughout the year.
- Have teams create a goalpost poster to highlight what they want to work on this summer.
- Do a community service project to highlight the importance of showing empathy toward others.

Reflection

5 minutes

2 points



The Big Q:

How will the skills that you learned in GAT this year help you in middle school next year?

Answers will vary. For example, I will be able to cool down when my feelings get intense; I will use the memory strategies to help me remember new information in middle school; I will ask my teachers good questions because I will use my focusing strategies to learn the material; I will try to help people instead of being a bystander.

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 your elementary school is attached to a middle school, consider asking a few sixth-grade students to talk about what middle school is like. After this talk, have the students discuss the GAT skills again to see if they have any new insights into how the skills could help them in middle school.
- If you did not have time to chart each student's area of most improvement, try to do it another time. Chart each response, and look for any trends in the class as a whole. If there are trends, how did they affect the classroom community? For example, if many students say that they improved the most in solving conflicts, what did that improvement mean for the community as a whole?
- Consider making an individual personalized book of reminders for the students who need to work on a specific GAT skill.

Getting Along Together Self-Assessment

1. Cooling Down

When I need to cool down, my best strategy is _____.

2. Solving Conflicts

When I had a conflict with a classmate this year, I used this “I” Message:

I feel _____ because _____.

We used this conflict solver to resolve the situation: _____.

3. Self-Talk

Which self-talk trap have you gotten better at avoiding?

4. Train Your Brain Skills

The brain skill I have improved in the most is _____.

One strategy I used to improve this skill is _____.

5. Hurdles to Teamwork

The hurdles lesson that was most helpful to me was the one about _____.

The Cool Rule would help me jump that hurdle because _____.

A time when I helped someone instead of being a bystander was: _____.

6. Empathy

A time when I showed empathy toward someone was: _____.

7. Looking at the Big Picture

The one area of GAT in which I improved the most this year is _____.

Journal Entry

- What skill will you work on over the summer? Give an example of when you might use this skill over the summer, and tell why this skill is important for getting along together.
- Which strategy will you use to practice that skill?
- Give an example of how you think this skill will help you in middle school.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

If this is your last Class Council of the year, think about specific examples of goals that your class met this year.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal. **Note:** If this is the final Class Council of the year, come prepared to share specific examples of goals that your class set and achieved (or at least progressed toward) over the course of the year. Ask the students for their own examples of goals that they set and met. Celebrate success!
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.

If this Class Council is not the final one of the year, choose any past role-plays that seem relevant, or create one of your own. If it is the last Class Council, consider the following debriefing questions:

How have weekly Class Councils helped our class this year?

**Think back to our Class Councils in the beginning of the school year.
How have they changed over the year?**

What is your favorite part of Class Council and why?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- 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, or Brain Games.

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.



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