

Introducing

Getting Along Together

2nd Edition

Getting Along Together introduces the critical skills that students need to get the most out of the powerful cooperative-learning strategies built into Success for All.

Getting Along Together 2nd Edition was developed in conjunction with Harvard and University of Michigan, and develops GAT into a full-year social-emotional and cognitive learning program that will make a real difference for your students and your school community.

Getting Along Together provides ten start-up lessons for the beginning of the year, and includes a half-hour lesson to enhance social, emotional, and self-regulation skills each week of the year for students in grades K through 5. Resources for weekly Class Council meetings are also provided.

To succeed in school and in life, students need to master reading, math, and other academic skills. Developing those skills requires

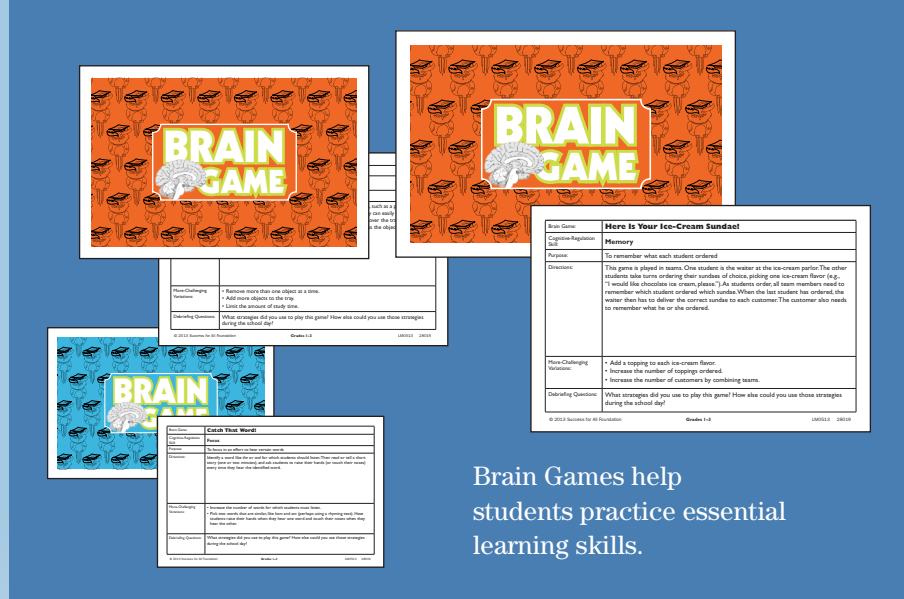
that students learn how to learn, both independently and with others. Getting Along Together 2nd Edition is a schoolwide program that helps students build these skills and apply them both inside and outside of the classroom. GAT teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success. All students come to school with different strengths and experiences in these areas. Getting Along Together 2nd Edition is provided to all students for two reasons: 1) every student has something to learn and something to share in these areas, and 2) when all students know and use the same strategies, those strategies are more useful and effective. Getting Along Together 2nd Edition is designed to help each student and the school community as a whole.



**The
Peace Path**

GAT2 includes the following features to help students succeed:

- **Weekly lessons throughout the year.** Lessons include not only introductory hour-long lessons in the first two weeks of school to teach fundamental classroom and school structures, but also ongoing half-hour weekly lessons to deepen those skills by working on friendship skills, empathy, conflict resolution, and the fundamental cognitive skills of focus, memory, and self-control.
- **Media support.** GAT2 has video animations that support many of the fundamental skills taught in the program, along with video clips that help upper grade students problem solve thorny interpersonal situations.
- **Instruction in thinking and cognitive skills through the use of lessons and brain games** that help students practice essential learning-to-learn skills like: focus, listening, memory, self-control, and cognitive flexibility skills.
- **Daily problem-solving structures** to help students practice and internalize skills throughout the day and throughout the school.



Brain Games help students practice essential learning skills.

- **Fully outlined weekly Class Council meetings** for students to practice newly acquired skills and goal setting with real-life issues so GAT skills become internalized.

What do students learn in Getting Along Together?

Getting Along Together Skills

Getting Along Together 2nd Edition teaches students to develop and use skills in three areas: emotional management, interpersonal/social, and the new area of thinking and cognitive skills.

Thinking/Cognitive Skills

Much research is currently being done on the importance of the foundational thinking and cognitive skills of focus, memory, self-control, and cognitive flexibility. Children and adults learn and use information more effectively when they have strong skills in these areas. For

many students, skills such as attention and memory develop naturally, but programs that use specific strategies can help boost these skills, making it easier for teachers to teach and students to learn.

Getting Along Together 2nd Edition provides both lessons and practice opportunities to help students build and use the following thinking skills that cognitive science has found to be important in learning.

- **Memory** (also called working memory): Through fun and engaging games, students develop their memory muscles. While there are many different types of memory, Getting Along Together 2nd Edition focuses on working memory—that is, the capacity to access, update, and manipulate information over relatively short periods of time.



- **Focus** (also called attention): Getting Along Together 2nd Edition gives students tools to focus their attention and hone in on what they are learning, including strategies for active listening (e.g., making eye contact, paraphrasing) and opportunities to practice focusing in the face of distractions.
- **Stop and Think** (also called inhibitory control): Being an effective learner and member of the school community sometimes requires resisting or replacing one's natural response—for example, replacing the desire to shout out the answer with raising one's hand. Students learn why it is important to stop and think before acting or speaking, along with strategies for doing so.
- **Flexible thinking (cognitive flexibility)**: Effective problem solving involves being able to think outside the box, shift your thinking to brainstorm more effective solutions, and recognize multiple aspects of an issue or problem. Set shifting ability is a core attribute in effective problem solving. Fourth- and fifth-grade students have both lessons and brain games to practice this important skill.

Emotional Management Skills

Whether we realize it or not, feelings influence many of our everyday actions and interactions, including those in the classroom. For example, negative emotions like frustration or anger can make it difficult to focus on the task at hand. While most feelings are natural and acceptable, some ways of handling and expressing those feelings are more effective and appropriate than others, especially in structured settings like schools.

Getting Along Together 2nd Edition addresses three important topics about feelings and emotions.

- **Emotional knowledge and expression**: The program builds or reinforces students' understanding of emotions (including specific emotions such as anger and jealousy), why they matter, how to identify them in oneself and others, and how to express them in appropriate ways in the classroom and school (e.g., by using "I" Messages).
- **Emotional regulation**: Students learn strategies for managing their emotions in ways that help them learn and succeed in school, including coping with



negative feelings and building on positive emotions. Students learn strategies to Stop and Stay Cool, and to recognize when their emotions are escalating through the use of a Feelings Thermometer.

- **Empathy**: Getting Along Together 2nd Edition explores point of view/perspective, why it is important to understand and respond to others' feelings, and how putting oneself in another's shoes can help everyone succeed in school and in life. Current research on bullying emphasizes that the early teaching and practice of empathy skills is a fundamental preventive measure against bullying.



"...We need to teach them how to self-regulate and how to respond appropriately with the decisions that they make and not just here at Westwood but when they go home and throughout their life."

Lori Weiss, Principal
Westwood School in Phoenix, AZ



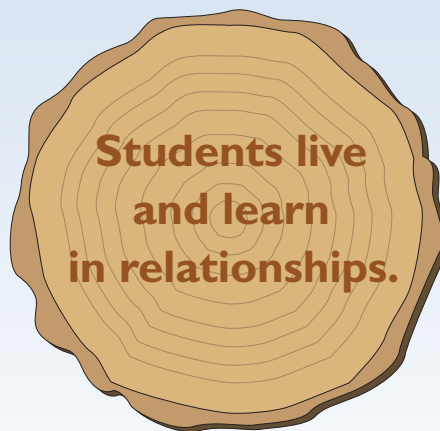
Interpersonal/Social Skills

Students live and learn in relationships, including relationships with classmates, friends, teachers, and other school staff. When students have strong interpersonal and social skills, they are better able to work in pairs and teams, give and get support from others, and form friendships and other relationships that contribute to happiness and well-being. They are also able to create a positive and effective classroom and school environment in which all students have opportunities to learn and grow.

Getting Along Together 2nd Edition helps students build and use the following interpersonal/social skills:

- **Reading and responding to social cues:** Understanding tone of voice, body language, and other social cues can help students navigate social interactions and form positive relationships. But these tasks can be tricky, even for those who are socially adept. Getting Along Together 2nd Edition helps to build students' skills and confidence in interpreting and responding to these cues so they can work, learn, and play effectively with others.

- **Social problem solving:** The program provides structures and strategies for dealing with many of the dilemmas that arise in schools, including disagreements, hurt feelings, and entering and succeeding in social interactions.
- **Pro-social behavior:** Getting Along Together 2nd Edition recognizes that all students need to be responsible and respectful community members for the school as a whole to succeed. GAT covers topics such as teamwork, responsibility, getting and giving help, and tolerance/acceptance of others.



How does Getting Along Together 2nd Edition work?

Getting Along Together 2nd Edition has two primary components, which work together and must be in place for the program to succeed: classroom structures to provide consistent practice of social-emotional learning skills throughout the day and skill lessons taught weekly.

Classroom Structures

A challenge in social-emotional learning is to offer sufficient practice to students so they can begin to internalize skills. One way to ensure that students are getting the review and practice that they need is to review a Getting Along Together skill every day. There are three routines for ongoing practice:

- **Cool Kid:** (1 minute) Everyone likes to feel special. In Getting Along Together 2nd Edition, students all have multiple opportunities to be the Cool Kid. It is a chance for all students to be special and get positive feedback from the teacher and other students about how they are valuable classroom members. The



Cool Kid is announced during the lesson, and the class is directed to notice all the positive behaviors the Cool Kid does during the day that are helpful to the class and the student's team. At the end of the week, the teacher and the class will give the Cool Kid some positive feedback/compliments, award him or her a Cool Kid Certificate, and send the Cool Kid home with good news to share with his or her family.

- Cooperative Challenge:** (3 minutes) This is a weekly goal for teams to exhibit a skill they have learned in GAT2. The Cooperative Challenge is presented during class, and the teacher awards points every day for examples of the identified behavior. This is a terrific way to encourage practice of GAT skills all day. In addition, the Cooperative Challenge is the same for all grade levels, so schools work with SFA coaches

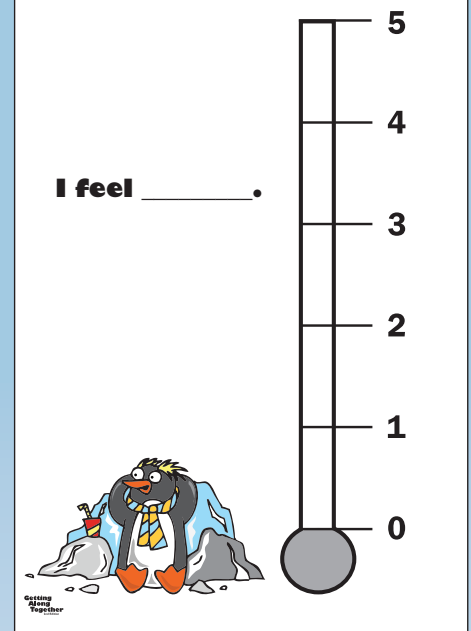
to develop a plan to encourage the practice of these skills in all parts of the building. It is a powerful community builder!

- Brain Games:** (3 minutes) Brain games are fun and often familiar games that help students practice skills in focus, memory, and self-control, and in fourth and fifth grade cognitive flexibility. Students love playing the games, and the skills that they learn help them in all academic and social areas. Games are introduced at the beginning of the week and can be played anytime a teacher has a minute during the day, such as while waiting for recess or lunch, as a sponge activity between subjects, or at the end of the day.

Class Council

Using the GAT skills to create a cooperative class environment in which students set goals and solve common problems has always been the vision of GAT. In Getting Along

Feelings Thermometer



Together 2nd Edition, teachers are provided with full formats for Class Council meetings and broader and deeper training in effective Class Councils. The general format of the meeting in GAT2 is:

Part One: Reviewing and Goal Setting

- Class strengths:** Begin by identifying strengths. Have students discuss areas in which the class has done well this week. Chart responses and celebrate.
- Previous week goal review:** Part of Class Council is to have a weekly goal that requires students to solve class problems and put in place a measurable goal to improve the functioning of the classroom or school community. Class goals may have to do with better in-class behavior (i.e., no putdowns, less interrupting, being complimentary to each other, better listening) or schoolwide goals (i.e., better transitions, staying seated in the cafeteria).





During this part of the Class Council, the students and teacher review the previous week's goals and determine whether they achieved their goal.

- **Class concerns and goal setting:** The meat of the Class Council meeting is the opportunity for the class to celebrate class strengths, voice common concerns, brainstorm solutions, and set weekly goals. Most teachers find it easy to organize this section by discussing three things:
 - What areas of how we work together could we improve?
 - What would be a good goal for next week?
 - What are some solutions that we can try this week to accomplish our goal?

Part Two: Celebration

- **Teacher affirmations and team celebration:** The last part of Class Council is your chance to congratulate the class on what has gone well, award certificates or stickers for Good Team, Great Team, and Super Team, and award the Cool Kid certificate.

Year-Long Skill Lessons

There are 44 lessons in *Getting Along Together 2nd Edition*, and they are taught all year. During the first two weeks, there are 60-minute lessons that happen daily. These lessons introduce all the classroom structures and routines for the year. Throughout the year, there are half-hour skill lessons that focus on practice and additional content areas. Students get instruction and practice in the cognitive areas of attention, active listening, self-control, and memory; the more affective areas of emotional self-control, feelings identification, and empathy; and the interpersonal areas of friendship, conflict resolution, and social problem solving.

These are action-packed, interactive lessons that often use specially designed media animations, cartoons, and videos to illustrate key skills or, in the upper grades, provide interpersonal dilemmas for teams to solve.

In addition to the skill lesson, *Getting Along Together 2nd Edition* skills are cemented by creating a schoolwide environment in which these skills are practiced all day long.

- **Extend and Connect:** At the end of each lesson are some suggestions for how to infuse the *Getting Along Together 2nd Edition* skill throughout the day.
- **Homework Connection:** Parents are also part of the picture. Weekly homework and unit descriptions are provided in both English and Spanish, along with an introductory parent workshop so parents can keep up with what their children are learning in school. Everyone can be part of *Getting Along Together 2nd Edition*! ■

