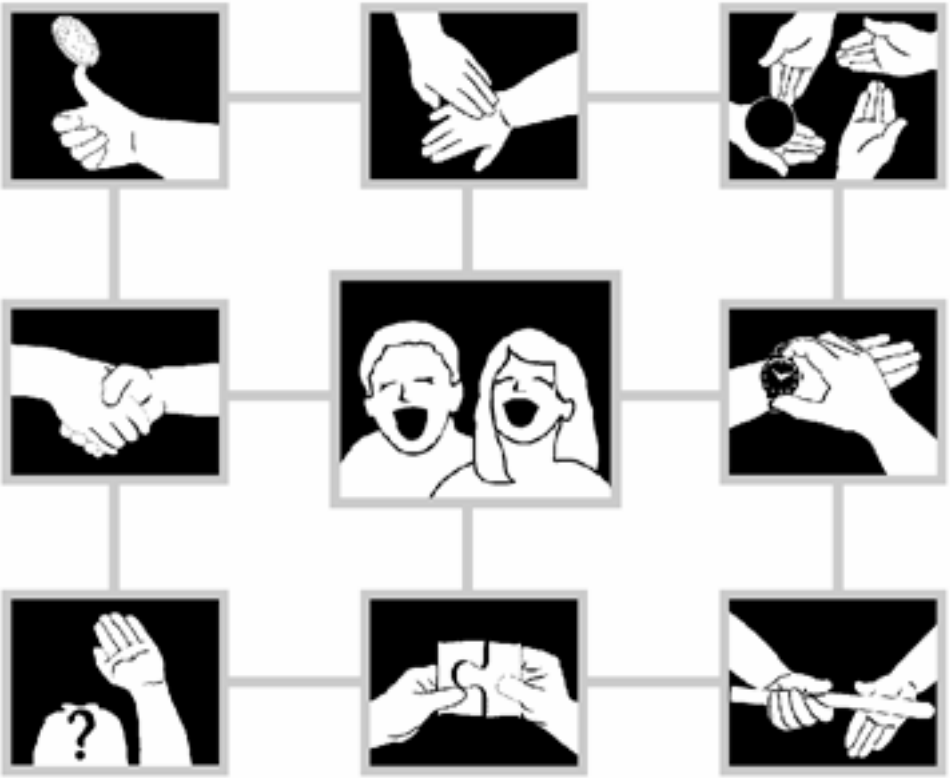
Getting Along Together



Year Six

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Books Required for Getting Along Manuals

GAT Manual	Book Title	Author	ISBN Number
Reception	*The Bear in the Cave*	Michael Rosen	9780747577867
	The Bad-Tempered Ladybird	Carle, Eric	0140503986
	What Makes Me Happy	Anholt, C & L	1406303461
Year 1	*Baby Elephant*	Hellard, Susan	1853406414
	Pumpkin Soup	Cooper, H	9780552545105
Year 2	*The Magic Paintbrush*	Julia Donaldson	9780333964439
	Andrew's Angry Words	Dorothea Lachner	1558587691
Year 3	*Watch Out, Wilf*	Fearnley, Jan	184428509x
	Oscar & Arabella & Ormsby	Neal Layton	9780340884553
Year 4	*Dinner Ladies Don't Count*	Ashley, Bernard	0140315934
Year 5	*Angel of Nitshill Road*	Fine, Anne	01405201843
	Two-Minute Mysteries	Sobol, Donald J	0590447874
Year 6	*People*	Spier, Peter	038524469X
	Apollo 13 DVD		

Introduction

The ability to think critically and solve problems peacefully is an essential skill for success in life. Preparing children to become productive adults means providing excellent academic instruction, as well as reinforcing the social and problem-solving skills that are essential to this task.

Teamwork, with its demand for negotiation and decision making skills, is increasingly important in the modern workplace. The foundation for success in this arena is built upon excellent listening, decision making and problem-solving skills. It is clear that our schools must give children the opportunities to learn these skills.

Children who have the ability to master academic material may end up failing because they lack the social problem-solving skills necessary to adjust successfully to school settings. All too often, we fail to be proactive, punishing children for inappropriate behaviour, rather than teaching them the skills in the first place. This increases the risk that these children will be labelled "behaviour problems". We are all aware of the potential negative academic outcomes of such labelling.

In addition, schools are necessarily structured places. Interactions and activities are guided by rules of order. For some children, these rules and expectations are different from their experiences in the community and at home. They may have difficulty negotiating a different set of rules and expectations. Clearly, direct teaching of social skills is crucial for these children.

Schools will generally have a PSHCE curriculum which may address some of these issues. The Getting Along Together curriculum should be used to enhance whatever systems are currently in place.

- In Success for All schools, decision-making and conflict-resolution strategies are taught at the beginning of the year and reinforced through co-operative learning and PSHCE activities. This method enables children to use social problem-solving strategies in all Success for All curriculum areas, such as STaR or Shared Text literacy.

- During the first week of school, the reading curriculum will cover two special units in problem solving. The first unit addresses listening skills; the second unit focuses on conflict-resolution skills.

The social problem-solving curriculum consists of three components:

1. **Direct Instruction:** Classroom lessons of key problem-solving skills are embedded in the academic curriculum throughout the content areas.

2. **Application:** Children begin to "self-talk" their way through problems using a consistent decision-making model.

3. **Practice:** Children frequently practise their problem-solving skills using The Footsteps to Friendship and during Circle Time.

1. Direct Instruction

There are two separate social problem-solving units. The first is a unit on listening skills and the second is a unit on conflict resolution. These lessons are designed to be taught during Literacy block although class teachers can teach the lessons at a time during the day more suited to their own timetable. Lessons are usually taught in class groups. Each lesson is linked to a STaR or Shared Text book. Lessons on listening skills and conflict resolution are necessary in order to give children the background necessary to use teams effectively within their SFA lesson.

2. Application

Children experiencing a problem in school need opportunities to calm down, to use a decision-making model to think through their behaviour, and to make well-reasoned decisions regarding future behaviour. The Think It Through sheets are designed to give children some quiet time to reflect and practise "self-talking" their way through a decision-making model. Think It Through sheets should be readily available. When a child has a problem with another child or with his or her own classroom behaviour, the children involved are instructed to complete a Think It Through sheet. Once they have completed this step, they can progress to talking about the problem by using the Footsteps to Friendship.

3. Practice

There should be opportunities for children to practise conflict resolution in class. Once a week children should gather for Circle Time. This provides a scheduled opportunity for both you and the children to discuss the good news and the class concerns for the week.

Think it Through

When a child experiences a problem he or she:

a) Completes a Think It Through sheet (partial completion is acceptable based on your determination); and

b) (if it is a teacher-child problem) gives you the sheet and agrees on a time to talk about it; or

c) (if it is a child-child problem) completes a Think It Through sheet and may then choose to go through the steps of Footsteps to Friendship with the other child to solve the problem; wait until Circle Time or enlist help from you, the teacher, or a peer mediator in following the steps of the Footsteps to Friendship. (Early in the year, you will have to monitor most of the activities. By the end of the year, children are adept at solving most simple problems on their own.)

When children are going to discuss a problem, it is important to give them an initial structure for the process. The step-by-step structure of the Footsteps to Friendship provides a way to make the process of solving problems concrete and replicable across the school.

The Footsteps to Friendship are kept as a folder game. Children complete a Think It Through sheet and then use the Footsteps to Friendship folder game. (The Footsteps to Friendship folder can be as simple as a small poster of the Footsteps to Friendship for the board with two markers for the children to move as they go through the steps.)

Circle Time

These weekly meetings shall be opportunities for the class to share good news with one another, discuss common class concerns and try to solve any ongoing conflicts. There are many different ways to structure a Circle Time. The common underlying feature or intention of these meetings is to provide an ongoing and consistent opportunity to practise and reinforce the problem-solving skills and structures introduced in the Getting Along Together curriculum.

A Circle Time meeting often consists of the following elements:

1. Encouraging Words
2. Class Concerns
3. Footsteps to Friendship
4. Teacher Affirmation

1. Encouraging Words

Forms for Encouraging Words are kept next to a box, which is used to hold these positive messages and any communications about interpersonal concerns children may be having. Children should frequently write down examples of peers being good team members, or using positive behaviour in the classroom. Teachers are encouraged to make liberal use of Encouraging Words. The best way to cement better social problem-solving skills in children is to make sure there is ample positive reinforcement of desired behaviours.
Throughout the week, children should put Encouraging Words into the box. The Circle Time meeting begins with you or one of the children reading the Encouraging Words that were collected during the week.

2. Class Concerns

Ongoing general class concerns can be discussed during a Circle Time (i.e., taking turns at the slide, listening to each other). Use this as an opportunity to have the whole class follow the problem-solving steps. For children to be able to apply these skills successfully and in a variety of settings across the school day, it is important to make sure that they are provided with consistent, ongoing opportunities to practise the listening and problem-solving skills addressed in the curriculum.

3. Footsteps to Friendship

The lessons in Getting Along Together are designed to follow the sequence of Footsteps to Friendship. This is a process that is designed to be an engaging, concrete way for children to practise step-by-step listening and conflict-resolution skills. Solutions for Footstep to Friendship need to be Win-Win solutions; compromise, making amends and sharing are all good win-win solutions. Win-Win solutions are those in which both parties can feel good about the outcome. Very often during conflicts, solutions are Win-Lose: one person wins and the other loses. For example, Tracey may take Jimmy's pencil because she likes it. Tracey may feel good (she wins), but Jimmy does not (he loses).
Some children feel that apologising for an action means that they have "lost." They view apologising as a Win-Lose solution. Be sure to reinforce the concept that making responsible, mature decisions is a winning philosophy. It promotes stronger friendships, identifies the ability to lead, increases self-respect, and earns the respect of others. The intangible gains of apologising may be worth more than the pencil or book a person took without asking. When the solution to a conflict results in both sides being worse off than before, this is a Lose-Lose solution. For example, two children who are fighting to be the first in line to go out for play may end up losing play altogether. The Circle Time provides an opportunity to model and encourage Win-Win solutions to conflicts.

Talk-It-Out

Children first need to identify the problem. Both children must agree on the problem to be solved. To prepare them for the Footsteps to Friendship process, have the two children involved in the conflict fill out a Think It Through sheet and construct an "I" Message before they come to the Footsteps to Friendship. As children become more experienced in the process, they usually are able to begin the Footsteps to Friendship without having to fill out a Think It Through sheet.
Sometimes there is more than one problem. In this case, each child should prepare an "I" Message. Children then need to decide which issue they will address first. Sometimes the problem is not contained in a child's "I" Message, and children may need help in recognising the true problem. For example, Susan might complain that Billy hit her. Billy may be angry that Susan called him a name. Both of those actions may have occurred because the children had difficulty taking turns at the computer. Children must understand that difficulty sharing also needs discussion. For example, encouraging the children to explore the question "What can we do when we both want to use the same piece of equipment?" may, in the long run, be more effective because it focuses on identifying the problem, not just on solving the hitting and name calling that resulted. Teachers will need to help children with this process of uncovering the underlying problem.

The Footsteps to Friendship can be constructed as a folder game for individual children to use. At the beginning stages of this type of practice, children involved in a conflict should first complete a Think It Through sheet and then work with each other to complete the Footsteps to Friendship. If they are stuck and need assistance, they can approach you or a peer for guidance.
In the earlier years (Reception–Year 2), it is usually most effective to have children sit in a semicircle around a graphic simulation of the Footsteps to Friendship. In Years 3–6, you can use a poster on the wall as a reminder of the following steps:

Step 1

- One child involved in the conflict shares his or her concern using the first part of an "I" Message: "I feel _____ when (or when you) _____." The other person listens and repeats it. It is most effective to address one person's problem at a time. If both people have a problem, they can create and respond to the first part of each other's "I" Message. Then you can suggest to the second child that each one will have a chance to walk through the steps of the Footsteps to Friendship before the session is completed. In the intermediate years, some children will be able to take time in this step to each share the first part of an "I" Message before moving through the rest of the steps. This can act to diffuse the emotion surrounding the conflict, and can begin to build a more conversational, natural approach to solving problems. But, in the earlier years, and in the initial stages of learning this process, it is best to stick to the steps and keep the process as simple as possible.
- One way to keep everyone actively involved in this kind of practice situation is to have the children seated around the Footsteps to Friendship give the pair a thumbs up (if the step was completed correctly) or a thumbs down (if it needs some clarification). If the first part of the message was not clear or if the person had difficulty paraphrasing that section, you and/or the class can help clarify the message and then give a thumbs up.

Step 2

- One child suggests a solution, which is the second part of the "I" Message: "I would like _____," while the other listens and then repeats it.
- The rest of the class should be prepared to offer at least one alternate solution. The lessons of Unit 2 prepare children for this step.

Step 3

- This is the same as Step 2, except that children switch roles: the one who listened before offers a solution now, while the one who suggested a solution before listens and repeats the solution offered now.
- The ground rules here are that each child must give one win-win solution to the conflict, and the class should be ready to offer at least one win-win solution as well.

Step 4

- Children must agree on a win-win strategy that they will implement to solve the conflict. The class offers a "thumbs up" if the children have agreed to a win-win solution to the conflict. This step is practised, along with the other three steps during the lesson.
- Children complete the final step with applause from the class. One way to formalise this process is to create a "Win-Winners Circle" and a record of children who reach that circle on the bulletin board. Positive recognition and reinforcement are significant factors in the success of this process and the transfer of ownership and enthusiasm from you to the children.
- If there are two problems, for example—Sara may have scribbled on Janet's paper because Janet called her an idiot—Janet may have asked to do the Footsteps to Friendship because of Sara's behaviour. Once that problem is solved, Sara may want to discuss Janet's name calling. Both problems should be solved before going to the Win-Winners Circle.
- Always remind children to evaluate whether their solution worked. It is important for them to realise that there is more than one way to solve a problem. Sometimes people are not successful the first time, and they need to try other solutions. This is normal. Good problem solving does not necessarily mean solving the problem the first time, but rather continuing to try and evaluating different win-win solutions until the problem is solved. Evaluation and the commitment to try again are essential. When evaluation shows the solution to be ineffective, both parties can draw upon the suggestions that the class has generated in the process of practising the Footsteps to Friendship. If those suggestions are unavailable, children can try the whole process again to obtain additional help.

4. Teacher Affirmations

Teachers can end Circle Time meetings by identifying some of the positive behaviours they saw during the lesson.

Helpful Hints for Implementing Getting Along Together strategies within "Circle Time"

Schedule

Set a regular time (20–30 minutes), when the children will be able to concentrate and participate fully, for the weekly session. Remember, there are many different ways to structure a Circle Time. The common underlying feature or intention is to provide a consistent opportunity to practice and reinforce the problem-solving skills and structures introduced in the Getting Along Together curriculum.

Expectations

Develop ground rules for Circle Time with your class. A sample set of ground rules might be:

- Use problem-solving steps to calm down (Stop and Stay Cool Steps) and to communicate peacefully about problems (Footsteps to Friendship).
- Use effective listening skills: paraphrasing, listening posture, concentration and no interrupting.
- Select solutions from the Conflict Stoppers chart: apologise, ignore, compromise, self-talk, stop and cool down, ask for help.
- Avoid roadblocks like sarcasm, put-downs, threats, not listening, being defensive.
- Work together to create a classroom environment of respect and support by avoiding Roadblocks and using Conflict Stoppers.

Tone

Start and end the Circle Time on a positive note. Build a high level of motivation for the problem-solving process. Make sure that the child who attempts to find a peaceful solution to a conflict receives plenty of encouragement and praise. If a child uses a Conflict Stopper or solution, such as apologising, making amends, compromising, or talking about it, be sure to recognise this aloud. It is vital for the whole class to support and encourage that behaviour as well. Children need reinforcement to attempt peaceful solutions. Children who take responsibility and try to find peaceful solutions to problems deserve recognition.

Evaluations

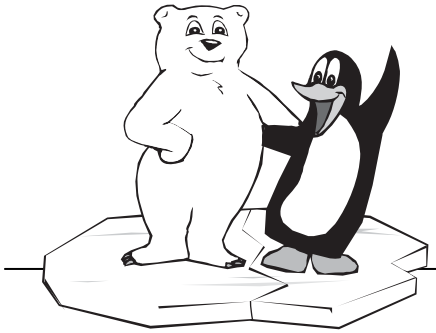
Remember to consistently model, apply and practise the process.
Check on the progress and effectiveness of the plans that have been developed. Teach the importance of evaluating and, when necessary, redesigning solutions to create more effective plans.

Sources

Practice situations can be taken from novels, stories, videos, films, TV, real-life examples, scenarios and plays written by children. However, in the initial practice sessions, it is advisable to start with "neutral" material that doesn't identify or point fingers at any of the children.

Questions

- **Multiple problem-resolution situations.** Often both children have a problem: For example, "Kelly hit me because I took her pencil." After the children become comfortable with the steps of the Footsteps to Friendship as designed, it is acceptable to make a small adaptation that provides both children with the opportunity to state the first part of an "I" Message. However, it is usually most effective to solve only one problem at a time. As the children become very experienced with the process, they may become adept at solving their problems simultaneously.
- **Complications.** If a problem is complicated and you feel unsure as to how to help resolve it, remember that you don't have to solve it on the spot. You can take time to think, and then you and the children can return to a problem-solving session on the next day. Also remember that you don't have to solve it! Your role in this process is to facilitate the model and provide practice with skills that will empower the children to become increasingly responsible and well versed in solving their own problems.
- **Enjoy and have plenty of patience!** This is a positive, interactive part of the school day and can be fun for you and your children. The integration and transfer of problem-solving skills requires a lot of practise, and you may not see immediate results. Modelling, practising, and applying these skills to real-life situations across the school setting are crucial to obtaining successful results with the Getting Along Together curriculum.



Getting Along

Dear Parent(s),

During the first few days of school, your child will be involved in a social skills curriculum called Getting Along Together.

The first lessons will address listening skills and conflict resolution.

We want to ensure that our children will be able to solve problems peacefully and work co-operatively with one another. Children will also learn sophisticated decision-making skills, how to resolve conflicts productively, and how to think through issues carefully with others.

Your child may have homework to practise the skills he or she learned in school. Please go over the homework with your son or daughter. We would appreciate it if you would sign the homework sheets after your child has completed the activity at home.

Thank you for your co-operation.

Sincerely,

Lesson One

Elements of a Successful Team

KEY CONCEPTS:

- Successful teams can accomplish more than individuals.
- Co-operation is an important aspect of teamwork.
- Members of a successful team respect one another, listen to one another, divide up tasks and have a system for resolving conflicts.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Welcome pupils
B. Introduce the importance of teamwork and co-operation
C. Show a real-world example of teamwork and co-operation

3. Teamwork

Pupils work in pairs to investigate examples of teamwork and co-operation

4. Time for Reflection

A. Pupils Think-Pair-Share characteristics of a successful team
B. Discuss homework assignment

Advance Preparation

Preview the clip from *Apollo 13.* To find the portion we use for this lesson, use 0.00 as starting time on tape, and advance to 1.21. Play through to 1.34.

We think it is a great segment to illustrate the concept of teamwork. However, because it has a PG rating, we want to make sure that you are comfortable with it as well.

If you choose not to use this video, locate another video, photograph, personal experience, or description of a real-world application of teamwork that you can present to the class for discussion.

Gather books, magazines and newspapers for the Teamwork activity.

Materials

FOR THE TEACHER

Copy of "No man is an island..." from for *Whom the Bell Tolls,*
by John Donne
DVD of *Apollo 13* (or other real-world example of teamwork) TV/DVD

PER PARTNER PAIR

A large variety of magazines, especially *National Geographic, Sports magazines,* etc.
Newspapers
Books covering great people and/or events from history.

OBJECTIVES	**ASSESSMENT**
Pupils will: • Understand human interconnectedness • Think about everyday and historical events as examples of successful teamwork • Identify key elements of successful teamwork	• "Elements of Teamwork" team poster

Teaching the Lesson

Setting the Stage

AGENDA Today we will:-

1. Discuss the importance of teamwork and co-operation
2. Identify characteristics of successful teams

TEAM CO-OPERATION POINTS

During this lesson, award team co-operation points for completion of work.

Active Instruction

1. Explain that in this unit we will be working to develop a skill pupils will use their whole lives, the ability to work as a team.
   For the next few months, everyone will be together in this classroom with one shared purpose, to learn.
   If an individual works alone to learn, he or she will surely learn something; but if an individual works with others, sharing ideas, talents, questions and answers, everyone learns more, learns faster and learns better.

2. Tell pupils you are going to show them a famous passage written almost 400 years ago by an English poet named John Donne.
   Parts of this passage are quoted everyday by people who do not even realise where the words came from.
   Read "No man is an island..." from For *Whom the Bell Tolls,* by John Donne aloud.

No man is an island,
entire by itself;
every man is a piece of the
continent, a part of the main.
If a clod be washed away by
the sea, Europe is the less,
As well as if a promontory were,
As well as if a manor of thy
friend's or of thine own were;
Any man's death diminishes me
Because I am involved in mankind.

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Ask:

What does this passage mean to you?
Accept reasonable responses. Answers should reflect the understanding that we are all connected; what one person does affects others and the loss of one person's life is a loss and a warning for us all.
What happens to one part of the world affects the earth as a whole.

Point out that everyday life is full of examples of the importance of co-operation. A few examples are sports teams, music groups, hospitals and emergency rescue teams. There are many, many examples of teamwork all around us.

Almost no major discoveries or successful expeditions were made by one person working alone.
Tell pupils they are going to watch a clip from the film *Apollo 13.* At this point in the film, the three-man crew is in grave danger because the capsule has too much carbon dioxide. They need to construct a filter, using only the materials they have on board. The ground crew must explain to them how to do it. As pupils watch, they should think about how many people it takes to launch a moon mission and how important co-operation is.

Ask them to consider whether one person could have solved the problem alone.

Show the section of the DVD from 1.21 on the counter to 1.34.
When the clip is finished, ask:

How many people did it take to save the astronauts? *Many.*

Was there a team leader among the men on the ground? Yes. *Gene Kranz (played by Ed Harris) was the leader of the ground team.*

How do you think he got to be the leader? *Answers will vary.*
Accept reasonable responses.

Could he have solved the problem alone? *No. He needed everyone's expertise and help.*
Point out that just before the astronauts constructed the filter, they were arguing and not working well as a team.

Could one of the astronauts have solved the problem alone? No. *They needed each other's help and the help of the ground crew.*

Ask pupils to **Think-Pair-Share** answers to the following questions:

Why was the astronauts' current situation making it hard to work together?

Were they able to put aside their anger to construct the filter? Have you ever been in a scary situation which required teamwork?
Have a few pupils share their answers with the class.

Ask:
Why do emotions, like fear and anger, threaten teamwork?
Accept reasonable responses.

Teamwork

With a partner, pupils use resources to come up with examples of teamwork in history or in current life. Resources will include newspapers, magazines, the encyclopedia, the regular classroom library, the Internet, etc.

Conduct **One-to-One** conferences. Check to see that pupils are on task. Ask questions like the following to help pupils get started and to provoke further thought:

What kinds of teams have you been on?
When do people have to work together to get a job done?
What jobs need more than one person?
Why are many jobs easier when there is a team?

Call on partner pairs to share what they learned. Possible examples include sports teams, emergency crews, disaster relief, archeological digs, movie set crews, etc.

Ask:
Why is teamwork critical in all of these situations?

What might happen in these situations if people did not act as a team?
Accept reasonable responses. Answers should be specific descriptions of possible outcomes had the people not worked in a team. For example, the sports team would not win the game.

Time for Reflection

Now that they have thought about teamwork both in history and in our everyday lives, instruct pupils to try to name three characteristics of a successful team. Pupils should first write their answers and then share their answer with a partner. Have chart paper and a bold marker at the front of the classroom. Call on the partner pairs to share suggestions for characteristics of a successful team. Record answers on chart paper. Pupils will have a number of ideas but guide them toward the following principles of the Elements of Teamwork and record these on the chart paper:

A. Team members respect one another.
B. Team members listen to one another.
C. Team members divide up tasks based on the strengths of the members.
D. Team members have a system for resolving conflict.

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Making sure these basic points are covered, have each team copy these Elements of Teamwork on poster board for permanent display in the classroom. Pupils can decorate the poster with cutouts from magazines that illustrate these concepts.

HOMEWORK
Bring in a newspaper clipping or summarise an interchange in a televised sports event that illustrates good teamwork.

AWARD TEAM CO-OPERATION POINTS

Lesson 2

Meeting and Connecting with Team Members

KEY CONCEPTS:

- The human race is varied; everyone is different.
- People's differences can strengthen teamwork.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Introduce the book *People* as a means to explore differences in people
B. Discuss how differences can strengthen our work as teams
C. Form teams

3. Teamwork

A. Pupils conduct interviews in partners
B. Teams choose their team names
C. Prepare Team Score Sheets

4. Time for Reflection

A. Review characteristics of effective teams

Advance Preparation

To sort pupils randomly into teams, obtain two decks of cards. Sort each deck by number so that all the aces are together, all the twos are together, etc.
Count the number of pupils in your classroom and then divide the class number by four.
The result is the number of teams you will have in your classroom.
If the class does not divide evenly into groups of four, place the additional pupils on teams as fifth members.
No team should exceed five members or have less than four members.
Once you know how many teams you will have in your room, prepare that number of card groups (a group would be four aces, four twos, etc.).
If a team will have five members, add an extra card from the second deck.
There will be 35 cards total.

There should be exactly the same number of cards as pupils. Once you have your set of cards prepared, shuffle them so the teams will be formed randomly.
Draw a large circle on each piece of poster board to create an Inside Outside poster for each team.

Preview the book *People* by Peter Spier. Mark places where you will stop and ask questions.

Materials

FOR THE TEACHER
Two decks of cards
People by Peter Spier

PER TEAM
"Inside Outside" team poster
Team Score Sheet

PER PUPIL
"Interview Form" pupil page
Assignment Record Form
Problem-solving folder

OBJECTIVES	**ASSESSMENT**
Pupils will: • Identify some of the many differences among people and develop a greater awareness of how varied the human race is • Develop a sense of team cohesion while understanding how members are alike and unique • Explore how peoples' differences can strengthen teamwork	• Complete interview form pupil page • Completed Inside Outside team poster • Team name and logo

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

1. Explore how peoples' differences strengthen teamwork.
2. Form teams for this unit.
3. Get to know our team-mates.

TEAM CO-OPERATION POINTS

During this lesson, award team co-operation points to teams whose members complete their tasks.

Active Instruction

Explain that children are going to begin the work of building teams in the classroom.

One of the challenges to building a unified team is our differences.
The question becomes: how can we work as a team when we all have different backgrounds, different opinions and different priorities.

To illustrate this point hold up the book *People* by Peter Spier.
Ask:
Just by looking at the cover, what do you think this book will be telling us about people? *There are a lot of people, people are different, etc.*

Read the book aloud. Stop on the following pages to ask these questions:
After the eye page: **How many eye colours do we have in this class?**

After the page on clothes: **Are there different fashions in this school? How do people dress differently in this building?**

Do we decide that people are different in this school because of how they dress?

After the page on good times: **What do some of you like to do for fun?**
Stress that we all may like to do different things.

After the page on pets: **What kind of pets do we have in this class?**

After languages: **Do some people in our class speak another language?**

What languages?
After the part on liking or disliking someone because they are different:

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Does this happen in this school?

When you have finished reading the book, ask:
What do you think the point of the book is? *People are different and we should appreciate the differences rather than dislike each other because of differences.*

Emphasise that these are important ideas to consider as pupils work in teams in the classroom.

Say:
When a team is comprised of different types of people, the team is stronger. Each person brings something different to the team. We hope that in this class we will appreciate each other's differences and work together on our teams.

Explain that you are going to help pupils form teams. The team pupils join right now will be their team for the remainder of this unit. Pupils will also be working in teams in their other classes, so it is important that they learn how to work together now.

Use the playing cards to sort pupils randomly into teams as described in Advance Preparation. Hold the deck of cards you prepared facedown and have every pupil pick one. Pupils should then find the other team members who have the same number and sit with this group. All teams should be comprised of four, or if necessary, five pupils.

Teamwork

Once pupils are settled in their teams, explain that the first job of any team is to get to know its members.

Have pupils choose a partner in their team. Partners interview each other using the Interview Form pupil page.

Pupils record responses on the paper. After conducting interviews in partner pairs, each pupil presents his or her partner to the group.

Conduct **One-to-One** conferences. Check to see that pupils are on task. Ask questions like the following to provoke thought: **What is unique about your partner?**

What do you and your partner have in common?

What was the most surprising thing that you and your partner had in common?

What do you think your partner can bring to the team?

After the presentations are completed, each team will decide together what its members have in common and how its members are unique.

Give each team an Inside Outside with a large circle on it. Each team records everything its members have in common inside the circle; they record everything unique to one or two people outside the circle. Each team should have at least three entries in common, even if they need to have more discussion to find them.

Tell each team to choose a name. Have them look at what the members have in common for clues to an appropriate team name. Pupils write the team's name at the top of the poster and everyone on the team signs their names somewhere on the poster.

Have every team come up with a team cheer, then allow teams to introduce themselves to the rest of the class and perform their team cheer.

Time for Reflection

Hand out Team Score Sheets.

Review point system for completing assignments and homework. Each week teams will have opportunities to become Good Teams, Great Teams or Super Teams depending on how well each member of the team performs.

The job of the team is for everyone to help one another do their best. Ask every team to record their member's names and their team name on the Team Score Sheet.

All of you are different people, but each team is richer because of the uniqueness of each team member. During the course of the year, we will work together in teams and all the different talents and abilities that each of you have will make each team stronger. As we have seen, effective teams can do things that no one person can do alone. Teamwork will help each of you to do your personal best. No man is an island and our classroom goal for this year is to create a classroom climate where we will all help each other to achieve great things.

AWARD TEAM CO-OPERATION POINTS

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Interview Form

Name_____

1. How many brothers and sisters do you have?

2. What is your favourite TV show?

3. What is your favourite kind of food?

4. What is your favourite music?

5. What would you do with £10 ? With one million pounds?

6. What would your best friend say makes you a good friend?

7. What are you best at in school?

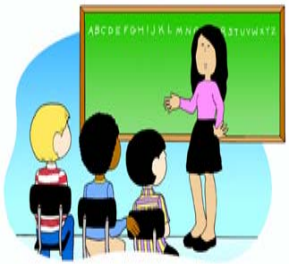
8. What is your favourite sport?

9. What skills do you bring to a team?

Co-operative Learning Points

Team Name _____

Date _____

	Practise Active Listening 	Help and Encourage Each Other	Everyone Participates	Explain Your Ideas and Tell Why	Complete Tasks	Total
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						

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Lesson 3

Listening Position and Concentration

KEY CONCEPTS

- It is important for team members to listen to one another.
- Body posture is an important aspect of good listening.
- Concentration is an important aspect of good listening.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Appoint recorders and announce clue word for the day
B. Introduce the importance of body posture to listening
C. Partners complete Listening/Not Listening charts
D. Discuss the importance of concentration to listening

3. Teamwork

A. Pupils complete listening exercise in pairs

4. Time for Reflection

A. Debrief the listening exercise

Advance Preparation

Copies of two mysteries from *Two Minute Mysteries* by Donald Sobol that you will read aloud to the class (enclosed with manual).

Materials

FOR THE TEACHER
Copies of two mysteries from *Two Minute Mysteries* by Donald Sobol
Chart paper
Listening Position Poster
Listening Skills Poster

PER TEAM
10 Index cards
"Listening/Not Listening Chart" team page

OBJECTIVES	ASSESSMENT
Pupils will • Understand the importance of good listening skills in teamwork • Practise good listening posture • Discuss the importance of concentration to good listening	• Listening / Not Listening team chart

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

1. Discuss the importance of listening for effective teamwork
2. Talk about ways to listen
3. Practise Active Listening
4. Understand the need to concentrate when listening

TEAM CO-OPERATION POINTS

During this lesson, award team co-operation points to teams with members that respond to the Active Listening Signal.

Active Instruction 1

1) Appoint a recorder on each team. Give the recorder the index cards. Explain that you want to make sure the recorder writes down the skills that are covered in class. Give pupils a hint to help them out.

Each day there will be a clue word that has to do with junk food. When you say the clue word, a skill will be either right before it or after it in the sentence, and the recorder should write it down.

Teams that have more skills written down at the end of the week will receive bonus points, so everyone should keep track of the daily clue word, listen carefully for the skills and make sure the recorder writes down each skill on an index card.

Explain that today you will tell pupils that the clue word is **crisps.** In the future you will not tell them in advance what the clue word is, you will just say the name of some junk food when an important skill comes up. Pupils will have to listen carefully for clue words.

2) Tell pupils that since the team members are beginning to know each other better, they are going to discuss the importance of listening and its role in team-building. Good listening is important because it ensures that accurate information is conveyed and because people feel valued when they feel heard.

Activity 1: Pupils use the **Numbered Heads** strategy to generate answers to the question:

How do you know when someone is listening or not listening to you?

Hand out the "Listening/Not Listening Chart" team page. Tell pupils they should quickly pass the chart around the team to generate as many ideas as they can for each section. The first person adds one idea to either side of the chart and then passes it to the next pupil. The chart should be passed around as many times as possible in the time given. Allow five minutes or so for this activity.

Have teams share responses and record them on a transparency, the blackboard, or chart paper. Pupil responses should include body language; interrupting; eye contact; relevant vs. irrelevant responses; yawning; etc.

3) Ask:
Why is good listening important?
Accept reasonable responses. Good listening means accurate information is conveyed; people feel valued when they are heard; since people all have different strengths, ideas, and perspectives, the more we listen to one another, the more we learn.

Have pupils think back to all the different kinds of teams mentioned in Lesson 1.

Have pupils **Think-Pair-Share** answers to the next three questions.

Why would good listening be important to the success of the different missions or goals of those teams?
Pupils should give examples of the role of listening and of negative consequences of inadequate listening.
Examples: rescue missions, sports strategies, military campaigns, etc.

In the film *Apollo 13,* what might have happened if the astronauts had not listened closely when they were told how to build the filter?
Accept reasonable responses.

Can anyone give an example from their own lives where good listening was important?
Answers will vary.

Activity 2: In partner pairs, each pupil describes a scene from a favourite film to his or her partner. His or her partner shows with just body language that he or she is not listening. Allow pupils two minutes to do this.

Ask:
What did your partner do to let you know they were not listening?
Looked away, slouched, slept, yawned, etc.

How did you as a speaker feel when your partner acted that way?
Bad, mad, hurt, etc.

Tell pupils to reverse roles. Have the second pupil describe either an exciting sports event or a favourite place they have been. Their partner should, without words, show that they are really listening. Allow pupils two minutes to do this.

Ask:
What did your partner do to show that he or she was really listening?
Record answers on chart paper entitled "Listening Position." Make sure you include eye contact. Other possible responses are:-

How did you feel when you were really listened to?
Important, affirmed, good, etc.

Put up the "Listening Skills" poster, covering all the skills but the first one with a piece of paper. **(crisps)** Explain that pupils have identified the first listening skill, which is a Listening Position. Stress that even though you may in fact be listening if you are yawning, looking away, talking, etc., the other person may not recognise that you are listening and they will not feel heard.
Consequently, pupils will try to be aware of their body language and use listening postures with other people in this classroom.

4) Demonstrate the Active Listening Signal by cupping your hand around your ear. Explain to the class that you are going to read them a short mystery story and you will be using the Active Listening Signal.
When you use that signal, you expect pupils to really look like they are listening. Remind them that they will get team co-operation points if they respond to the Active Listening Signal.

Read two of the mystery stories. Use the Active Listening Signal often. Give the teams a few minutes to try to solve the mysteries. Obtain responses and give answers.

If teams respond to the Active Listening Signal, make sure to award co-operation points.
Ask: **What did you need to do to be able to solve these mystery stories?**
Answers should include thinking or concentrating.

Show the second point on the transparency.

Say:
(Crisps) What all of you are telling me is that it is not enough merely to appear to be listening. You must also **(crisps)** concentrate in order to understand what the speaker is saying.
Good listening involves thinking about what was said.
Concentrating is also important for team building.
If one or more team members are not focused on the task at hand and on the

details involved, the whole team suffers.
It can be very difficult to concentrate over a long period of time, but concentrating **(crisps)** is often very important.

Teamwork

1. In teams, pupils play a game called Grandmother's Trunk (a variation on the alphabet game). The first person begins with the sentence, "I packed my grandmother's trunk and in it I put..." and adds something that starts with the letter A (for example, an apple). The next person repeats the first person's sentence and adds something that starts with the letter B: "I packed my grandmother's trunk and in it I put an apple and a book."

   Remind pupils to use Active Listening Position. Each team should try to get through the entire alphabet.
   If a pupil gets stuck, teammates can give hints (but not answers!) to help.

2. Conduct **One-to-One** conferences. Check that pupils are actively listening to each other and concentrating. As pupils are working, ask questions like the following:-

Do you think your teammates are listening well? How did you know?

How did it make you feel when your teammates were listening well? Why?

What did you do to make sure you were a good listener?

Why do you need to concentrate during this activity?

Are you using any special tricks to help you remember the list?

Time for Reflection

Ask:

1. **What helped you concentrate when listening to the mysteries?**

2. **What are some things you do to help you to concentrate when you listen to someone?**

Answers should include closing your eyes, listening for sound patterns among words, Visualising a word in your mind and/or connecting it with something very familiar that is easy for you to remember.

3. **How did it feel to concentrate and actively listen so hard during the alphabet activity?**

Allow pupils to share their thoughts. It was probably difficult for some to concentrate that much.
Reassure pupils that concentration is hard work, but it is an important skill.

AWARD TEAM CO-OPERATION POINTS

Active Instruction 2

Review listening skills learned.

We have talked about several listening skills, does anyone remember what skills we have learned? Highlight that so far we have learned these skills:

- Listening Posture
- Concentration

Now we are going to talk about asking questions.
There are two types of questions - closed and open.
If we ask a ***closed question*** *it usually requires a yes/no or single word answer.*
For example: How old are you?
Do you like ice cream?

Closed questions can help you to get specific information but they don't encourage people to talk and discuss ideas. They are closed questions because they ask for a limited response.

Open-ended questions *are questions that require more than a one word answer. They are open-ended to allow any answer, they encourage people to talk.*
For example: How did you learn to dance like that?
Why do you think we have global warming?

Raise your hand if you think the question is a closed one.

Do you like winter? (closed) *Why do you like horses?* (open) *How old are you?* (closed) *What is your name?* (closed) *What do you think it would be like to be a giraffe?* (open

Well done. It is important to think about the types of questions we ask when working with our partners. Now we are going to work on a final listening skill.

Paraphrasing

Paraphrasing is repeating back, in your own words, what you just heard someone say. It is important because it allows the listener to check how accurately he or she has been listening. You are allowed to shorten what a person said and put it in your own words as long as the meaning stays the same.
There are two kinds of paraphrases:

- *We can paraphrase the facts to make sure we understand what someone is saying or to help us remember what has been said.*
- *We can paraphrase how a person feels to make sure we understand how someone is feeling. Sometimes we assume we know how someone feels, but unless we check it out we may be wrong. For example, I might say (smiling) that I'm so freaked out by spiders! How do you think I feel? <Scared, fooling around? I might feel several different ways.>*

To make sure you really understand the feeling, use a paraphrase. What feeling paraphrase might you make to ensure you understand? <you are scared of spiders>
Paraphrases help not only you, but also the speaker be clear about what they are saying. When the listener paraphrases back to the speaker, the speaker has a chance to think about what he/ she really mean. Paraphrasing helps both the listener and speaker be clear about what is said.

Have children try to paraphrase an example. Read the following story:

> ***It was a cold damp evening as I made my way home. I was feeling tired so I took a short cut across the old graveyard. As I walked I thought I heard something behind me, but every time I looked there was nothing there. A black cat crossed my path and an owl hooted in a dead tree by a cracked tombstone. My heart was pounding and my palms were sweating. Finally, I made it across the graveyard and dashed home.***

Ask for volunteers to give a paraphrase about the facts of the story. Ask for a paraphrase of the author's feelings. Look not only for accuracy, but also for summarising. In paraphrasing, a listener can shorten what the speaker says.

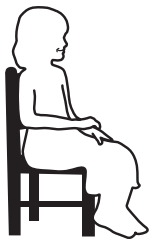
Review

Consolidate the listening skills taught by reviewing the Active Listening Poster.

Active Listening Skills

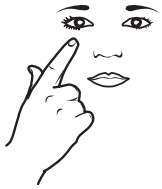
Active Listening Position

Sit Still



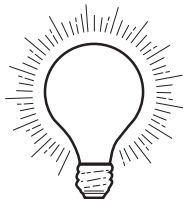
Don't Talk

Look at the Speaker

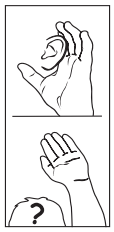


Hands on Lap

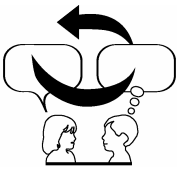
Concentration



Asking Questions



Paraphrasing



Listening/Not Listening Chart

I know someone is listening when:	I know someone is NOT listening when:

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Lesson 4

Origins of Conflict and Solutions that Work

KEY CONCEPTS

- Conflict is a part of everyday life.
- There are three types of solutions to conflicts: Lose-Lose, Win-Lose and Win-Win.
- Win-Win solutions are the best because everyone is satisfied with the outcome and they are *most* likely to be implemented.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Read selection from *On Board the Titanic* by Shelly Tanaka *(*enclosed*)* and review open and closed-ended questions.
B. Discuss some common origins of conflict
C. Teams discuss what items they would bring on a lifeboat
D. Introduce different types of solutions to conflict

3. Teamwork

A. Pupils develop skits to illustrate different kinds of solutions
B. Discuss why Win-Win is the best solution

4. Time for Reflection

A. Writing activity
B. Discuss homework

Advance Preparation

This lesson introduces two key concepts for conflict resolution.
First, pupils will understand that conflict often arises due to peoples' differing needs and points of view.
Secondly, they will see that there are three ways that conflicts can be resolved. Solutions can be Lose-Lose, Win-Lose or Win-Win.

Lose-Lose solutions are resolutions in which neither party achieves what it wants. A common Lose-Lose solution in school is two pupils getting into a fight and both pupils being suspended.
This solution is ineffective because both parties come out unhappy.

Another ineffective way to resolve conflicts is a Win-Lose solution. In Win-Lose solutions, one person may feel as if they have won a disagreement, but the other person is left resentful and unhappy. Not only does this harm effective teamwork, but it may also result in future conflict as the resentful party tries to get even.

Finally, there are solutions in which both parties feel good about the outcome. These solutions are referred to as Win-Win solutions and are effective and long-lasting solutions to conflict. Conflicts are a natural and common part of life, but in order to have effective teams, pupils must learn to use Win-Win solutions to resolve conflicts.

Write the following vocabulary on the board or on chart paper: Conflict, Win-Win, Win-Lose and Lose-Lose. Note that the clue word for the day is (**chocolate**).

Cut up the Conflict Solution Cards and Lifeboat Exercise Cards. You may want to laminate the Conflict Solution Cards so they will last from year to year.

Materials

FOR THE TEACHER
Chart paper with title: Conflict Stoppers
Conflict Solutions sheet

PER TEAM
Conflict Solution Cards

PER PUPIL
Lifeboat Exercise Cards

OBJECTIVES	**PRODUCTS OR ASSESSMENTS**
Pupils will • Understand that conflict is part of human interaction • Understand some origins of conflict • Identify three types of conflict solution: Win-Win, Win-Lose and Lose-Lose • Behave in ways that promote successful interactions with others	• Team skit illustrating a conflict and solution

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

1. Practise making decisions as a team
2. Learn three possible conflict outcomes

TEAM CO-OPERATION POINTS

Award team co-operation points to teams responding to the Active Listening Signal.

Active Instruction

1. Tell pupils that today you will use a clue word before you discuss an important conflict resolution skill.
Make sure that a recorder has been selected for each team.
Remind pupils that they are all responsible for making sure their recorder has all the information.

PARAPHRASING TEXT

When you are reading or listening to someone speak it is useful to be able to **paraphrase** what the person has said to you.
It is important because it allows you to stop and make sure that you know what he or she means. For example if I say," **I want you to pick up your toys, make your bed, dust your shelf and put away your clothes," what am I really asking?**
I am asking you to clean your room.

Explain to pupils that you are going to read an excerpt from a book called *On Board the Titanic* and remind them to use Active Listening.
Please note that there are various websites and film clips about the sinking of the Titanic on the internet.

Sunday, April 14th, 1912, 11:30 P.M.

Inside his stateroom, Jack pulled on his pyjamas. Through the closed door he could hear his mother still talking excitedly about her dinner with the captain.
He opened his window a bit and looked out. The black sky hung over the ship like a magician's cape studded with diamonds. Jack had never seen so many stars.
There was a frosty chill in the air. All around him he could feel the soft, steady sound of the Titanic's engines churning from below.
Jack wound his watch. It was 11:40 P.M. He pulled down the crisp white sheets of his bed and turned out the light.
Just as he began to climb into bed, the ship swayed slightly, as if it had been nudged gently on the shoulder. The movement was so small that Jack almost thought he had imagined it.
Then the engines stopped. After feeling their gentle hum under his feet for four days, the silence seemed very peculiar. It was like being on a slow-moving train that had

suddenly come to a quiet stop. For several seconds Jack could hear nothing but the faint whistle of the breeze coming through his porthole.
Then he heard running footsteps and muffled voices out in the hallway. The ship's engines started up again in a slow, tired way. A moment later, they stopped for good. Something was definitely going on. Jack pulled a heavy coat over his pyjamas and shoved his feet into slippers.
"I'm going out on deck to see the fun," he called to his parents. "I'm putting on my clothes now, son," Mr Thayer replied. "I'll be right up to join you."
Outside on the promenade deck, it was very cold - so cold that Jack could see the puffs of his breath. On a lower deck were a few boys from third class, kicking something around on the deck. It almost looked like a piece of ice.
"Is that you, Jack?" Mr Thayer hurried out on deck. "One of the crewmen says we've hit an iceberg. Can you believe it?"
Jack squinted out into the black night. Iceberg? He couldn't see anything.
He and his father walked upstairs to the first-class lounge. Several passengers stood around looking puzzled.
Up ahead, Jack saw Mr Andrews. "Let's ask him," Jack said. "He'll know what's going on." Mr Andrews spoke in a low voice. "We have struck an iceberg. I'm afraid that the ship has not much more than an hour to live."

When you have finished reading, point out that in an emergency like this, it is important that everyone gets clear information.
Effective paraphasing is essential!!

2. Remind the children that the *Titanic* was filling with water and beginning to go down. Explain that you are going to read another section from the book which describes what happened and the panic as the ship begins to sink.

After you have read this section, you will ask questions.
Tell the children to give a thumbs-up whenever they think they know the answer to the question.
Remind the children that you will be awarding points to teams who respond to the Active Listening signal.
Tell them that you will also be asking them to paraphase what you have read.

Continue reading:

Jack Thayer and Milton Long stood together on the Titanic's deck. The stern of the ship was tilted up out of the sea. The bow was covered with water and inch by inch it crept higher and higher.
Nearby, hundreds of people watched the lifeboats being loaded. Most were men who stood talking or smoking quietly, but there were some women too, who refused to leave the Titanic without their husbands.
There was not much noise. Jack watched a father say goodbye to his two young sons. He kissed the older boy before thrusting him into the arms of a sailor who was waiting in a lifeboat. Thick ropes began to lower the boat to the sea. First one end lurched down, then the other. Then the father picked up the smaller boy. He was so bundled up that he could hardly move. The man hugged his son and dropped him into the arms of a passenger in the boat. When he stepped back into the crowd, his face was so sad that Jack could not bear to look at it.

Another boat close by was already loaded with women and children, but the boat was too full. An officer said that one of the passengers would have to get out. A young woman stepped quickly out of the boat before anyone could stop her. Jack heard her voice clearly. "You are married and have families," she said firmly. "I'm not. It does not matter about me." Then she walked calmly away.
Several boats already sat in the water a short distance from the ship. Jack tried to see whether his mother and father were in one of them, but it was too dark. In the crush of the crowd, he had lost sight of them as they led Mrs Thayer to the boats.
"Should we try to get in a boat?" he asked Milton. He knew they were supposed to wait until all the women and children were safely off the ship, but Jack had seen that a number of men, including Mr Ismay, had managed to get away.
Milton pointed to a group of white-coated bellboys and elevator boys standing quietly together. "If those fellows are waiting, then we should too." Jack nodded; some of the boys looked very young.
"What on earth is going on there?" he said. Farther down the deck were a man in an evening suit and an elderly steward. They seemed to be tangled up in a pile of deck chairs and rope.
"They're tying chairs together." As Milton said this, the old steward picked up a couple of chairs and heaved them overboard. The chairs floated gently on the glassy water.
Jack felt the back of his neck prickle with fear. What he had known in his heart for the past hour was suddenly very clear.
They would never get in a lifeboat. There simply weren't enough. The floating chairs were makeshift rafts. They would be something to grab on to when the time came to jump.
And that time was now. The ship lurched beneath them. The bow slowly began to slide into the water. From inside the ship came a rumbling sound, like the roar of an express train passing over a steel bridge.
Jack threw off his overcoat. He and Milton climbed up on the railing. In the background, the ship's orchestra was still playing.
"This is it, Jack," Milton said, holding out his hand.
"I'll be right with you," Jack said. He didn't want to say goodbye. "Good luck."
Milton let go. Then Jack, with a push of his arms, jumped into the sea.
The icy cold of the water went through his skin like a knife. The ocean pulled him down and down. Jack used every ounce of his strength to struggle back to the surface.
Then he swam as hard as he could away from the ship.

Ask:

Did Jack get on the same lifeboat as his mother? *No.*

How do you think the father who put his 2 sons into a lifeboat felt? *Scared that he might die and never see them again, would they be safe etc.*

Could Jack see his parents in a lifeboat? *No.*

Why do you think it was dangerous to get into the lifeboats? *They were high above the water, too many people were in them, People were pushing.*

Were there people who did not get into a lifeboat? *Yes.*

Ask children to **Think-Pair-Share** with their partner and paraphrase what happened to Jack and Milton as the Titanic went down. Give them a minute to do this. Then have a couple of pupils share their answer.
Ask:
How would you feel if you were on the *Titanic* and you saw the crowds trying to get into the lifeboats? *Scared, angry that there wasn't enough room.*

***Do* you think that conflicts might have occurred as people rushed to the boats?** *Yes.*

What do you think would cause those conflicts? *People trying to save their own lives or lives of their families.*

Guide pupils to see that in this kind of situation, conflicts often arise because people are trying to protect their own safety, either physical or emotional safety. Record these ideas on chart paper or on the board.

Why else might conflicts occur? *Misunderstandings, etc.*

Add pupils' ideas to the chart paper or board.
Do you think that conflicts are normal part of life? *Yes.*

Tell pupils that for the next few days, they are going to look carefully at conflicts. Just looking around the world and in our own school, one can see that conflict is a natural part of life. How we resolve those conflicts can make a big difference in how effective we are as a class and as a team.

3. Ask pupils to pretend that they are on the *Titanic.* They should try to imagine what it must have looked like as the lifeboats were being lowered. Instruct pupils to close their eyes and create a mind movie.

Ask questions such as the following:
What is the air like?

Is the air cold?

Is the wind blowing?

Can you see any icebergs?

What does the sea look like?

As you stand on the deck, can you feel the ship begin to shift as it fills with water?

What noises do you hear?

What do the people around you look like?

What are the people doing?

What do you think it would feel like to be on the bridge/be the captain?

Turn to your partner and describe how you would feel being on the *Titanic* and what you would do to try to save yourself.

After a few minutes, ask:
How many of you think you would have raced to get on a lifeboat?

Activity 1: Each team pretends to be a group of people on the *Titanic.* They are about to get on a lifeboat. It is freezing cold and you don't know when, or if you will be rescued. There is very little space on the boat, so to avoid capsizing, each person will only be able to take one thing on the boat. Each person will get a card listing their possessions, and each will have to decide what he or she will bring. Pupils may discuss their items with the team, however, when you announce that time is up, each person will independently circle the item that he or she plans to bring. Pupils should carefully consider not only what they want to bring but also what they need to have in order to survive in the Atlantic.

Give pupils five minutes to discuss their items and decide what items to take in the lifeboat.

At the end of five minutes, tell pupils to each circle what they plan to bring. Have them do this independently; team members are not to share their answers with their team until everyone has answered. When everyone has made their choice, have teams discuss whether they would have survived four days in the North Atlantic. Use Numbered Heads to have each team share their results with the class.

Ask:
Did all of you agree on what to bring?

Were there times when you disagreed with someone on your team?

What happened?

How did you make decisions on your team?
Talked about it; voted on a decision; one person decided; we decided but then people did other things; we each did what we wanted.

How many of you would say that you were not comfortable with how decisions were made on your team?

What part(s) made you unhappy?

How many of you would say that you were comfortable with how decisions were made?

What part(s) made you happy?
Record answers on chart paper or on the board.

Explain that you do not have to be on a lifeboat for conflicts to occur. Working through conflicts as a group is very challenging, even for adults in the workplace. What pupils should realise is that although conflict is a part of life, the way we resolve conflicts can make us more or less happy and can affect whether a team is working well together or working poorly together.
4. Put up the "Conflict Solutions" sheet. Explain that conflicts can be solved in three ways:

A. **Lose-Lose solutions**: Conflicts can be solved in a way that does not benefit anyone; everyone loses. For example if everyone on the *Titanic* took money or jewels but no one survived, that would be a Lose-Lose solution.
Can anyone think of a Lose-Lose solution to conflict that you may see on TV or in school?

B. **Win-Lose solutions:** If one person gets what they want but the other person does not, we call that a Win-Lose solution. For example, if one person kept their money and everyone else left their money behind in order to survive, that might be a Win-Lose solution.
What do you think might happen on the boat when everyone realises that one person kept money and no one else did? *They would throw him overboard, they would not get along well.*
This is exactly what often happens in a Win-Lose situation. Sometimes the person who tries to win hurts himself in the long run.

Do you think they are an example of a good team? *No.*

Can you think of a Win-Lose solution to a conflict that you have seen in school or on TV? *Answers will vary.*

Win-Lose solutions are not permanent solutions to conflict and they result in people feeling resentful towards each other. There is always a risk in Win-Lose solutions that people will try to get even in the future so the resolution will not last.

C. **Win-Win** solutions: These are solutions in which both parties feel good about the outcome. Many of you had Win-Win solutions in this exercise. If the members of the *Titanic* lifeboat all survive and they feel that their sacrifices have been fair, that would be a Win-Win solution.

Can any of you think of an example of a Win-Win solution that you have seen in school or on TV?

Tell pupils that throughout this year, they will work together in class and on teams. One goal for everyone is to make sure that when conflicts arise we try to find Win-Win solutions.

Teamwork

1. Hand out a Conflict Solution card to each team. Have each team create a skit that illustrates a conflict and the type of conflict solution that is written on their card.

2. Conduct **One-to-One** conferences. Check to make sure that pupils are on task. If pupils are having trouble thinking of appropriate conflicts or good solutions, ask questions like the following to provoke thought:

What are some conflicts that children often have in school?

How are these conflicts usually resolved?

What would be a Win-Win/Win-Lose/Lose-Lose solution to this kind of conflict?

Have you ever had a conflict with someone?

How was it resolved?

Were you happy with the outcome? Why or why not?

3. When teams are ready, have each perform their skit for the class. The class guesses what type of conflict solution the team is illustrating.

Ask:
What was the conflict?

What type of conflict solution was illustrated?

How could this conflict have been resolved with a Win-Win solution?
As you debrief each skit, write any Win-Win solutions that the pupils' skits illustrated on the Conflict Stoppers sheet. Leave this on show, as you will add to it throughout the unit.

Time for Reflection

Have pupils write about a time in their own lives when they were involved in some kind of conflict solution.

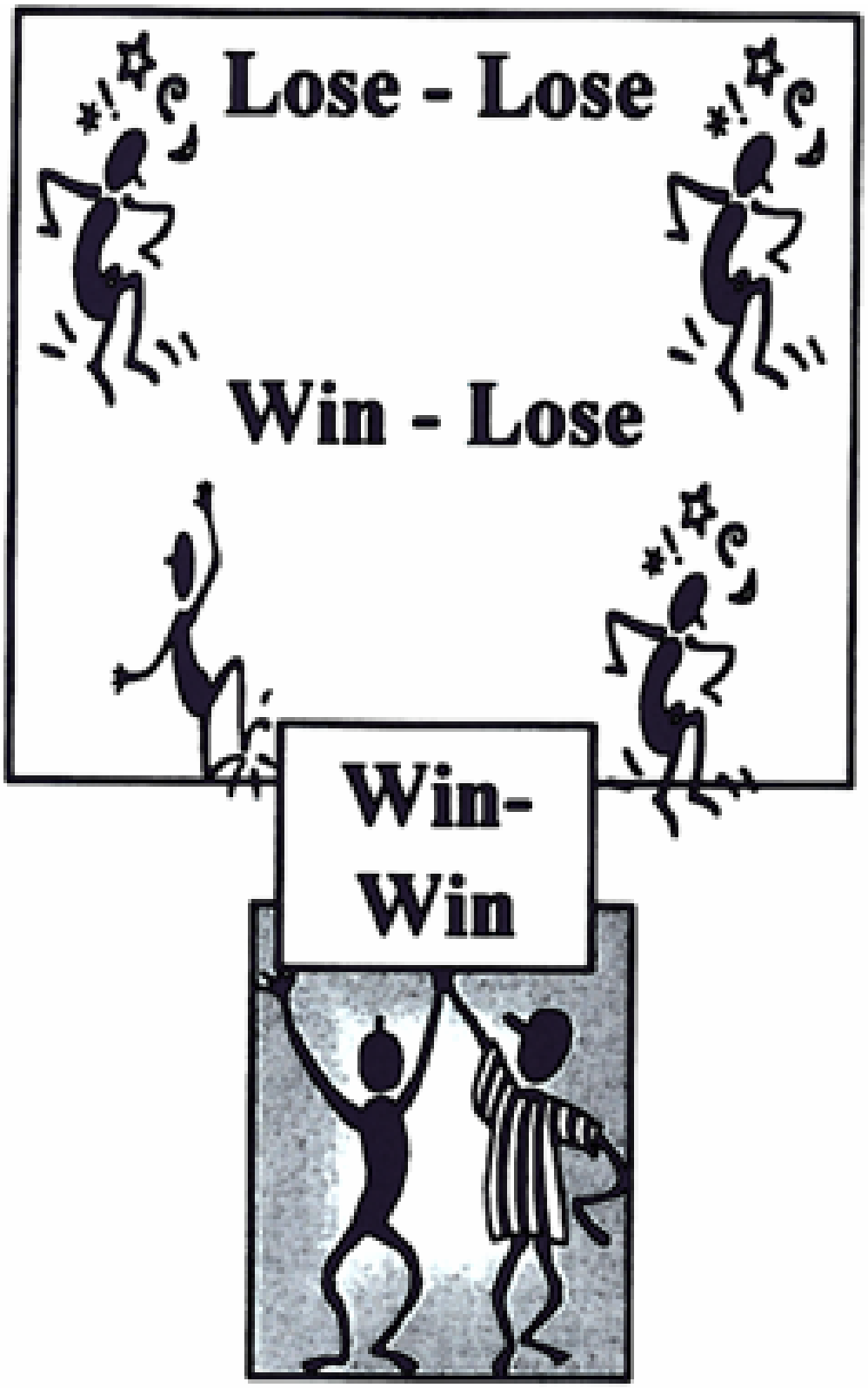
HOMEWORK
Bring in an article from the paper or write a summary of a TV show that illustrates one of the conflict solutions that were discussed in class.

AWARD TEAM CO-OPERATION POINTS

Lifeboat Exercise Cards

Survivor 1 Plastic sheet Flare £1000 String Wool socks Waterproof boots	Survivor 2 Matches Chocolate bar Safety pins Diamond bracelet (£5000) 5 wool hats warm jacket
Survivor 3 Flare Gold watch (£2000) Canteen of water Rope Radio Hair dryer	Survivor 4 5 wool hats £2000 Bag of chocolates Matches Aspirin Picture of the family
Survivor 5 Plastic sheet Wool gloves Diamond broach (£3000) Flask of water Deck of cards Thermometer	

Conflict Solution



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Conflict Solution Cards

Win-Win	Win-Lose
Lose-Lose	Win-Win
Win-Lose	Lose-Lose
Lose-Lose	Win-Lose
Win-Win	

Lesson 5

Emotional Vocabularies

KEY CONCEPTS

- There are a wide variety of emotions in the world and there are many words to describe ranges of these emotions.

- Events can trigger different levels of emotion in different people

Lesson Outline

In this lesson, you will complete the following steps:

Setting the Stage Routines

Active Instruction

A. Review Win-Win solutions
B. Brainstorm a list of emotions
C. Apply these emotions to different scenarios
D. Read the selection from *On Board the Titanic* and analyse the range of the emotion "nervous"

Teamwork

A. Pupils create emotional thermometers for the emotion "angry"

Time for Reflection

A. Discuss why it is important to know your emotional triggers
B. Writing
C. Discuss homework

Advance Preparation

In this lesson, pupils will explore words that describe different ranges of emotions and begin to identify what triggers emotional responses in themselves.
Make a copy of the "Word Bank 2-Angry" pupil page.
Preview enclosed excerpts from *On Board the Titanic*.

Materials

FOR THE TEACHER
Copy of the "Word Bank 2-Angry" pupil page

PER PUPIL
"Emotional Vocabulary" pupil page
"Word Bank 1-Nervous" pupil page
"Word Bank 2-Angry" pupil page

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Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

1. Describe a variety of emotions.
2. Begin to explore our own emotional responses to different situations.

TEAM CO-OPERATION POINTS

During the next few lessons, award team co-operation points to teams whose members help and encourage each other.

Active Instruction

1. Remind pupils that in the previous lesson they talked about Win-Win solutions. **(crisps)** Working to find Win-Win solutions is a powerful way to resolve conflicts. Remind pupils that they are all responsible for making sure their recorder has all the information.

Ask:

What is the difference between Lose-Lose, Win-Lose and Win-Win solutions?

In Lose-Lose solutions, no-one gets what they want. In Win-Lose solutions, only one party gets what they want. In Win-Win solutions both parties get something positive.

Why are Win-Win solutions the best?

Because everyone comes away happy. No-one is left feeling unhappy or resentful .

2. Explain that one of the first steps in solving a problem and reaching a Win-Win solution is to identify how you are feeling. **(crisps)**

When you know what you are feeling about a problem, it is a lot easier to find solutions that really work.

Ask:

How many emotions exist in the world?

Allow pupils to share their thoughts.

Explain that some people can only think of two or three emotions: happy, sad and mad but the older you get, the more emotions you can describe.

As your emotional vocabulary grows, it becomes easier to identify how you are feeling.

Activity:

Give teams five minutes to use the **Numbered Heads strategy** and make a list of all the possible emotions a person could ever have. When time is up, have teams share their lists. Record answers on chart paper. Have pupils copy your list onto the "Emotional Vocabulary" pupil page. Be prepared to add some ideas to theirs.

Some examples include the following: elated, excited, disappointed, discouraged, frustrated, lonely, afraid, confused, concerned, hopeful,

depressed, irritated, bored, betrayed, jealous, worried, fine, OK, calm, relieved, proud.

3. Read the following list of scenarios from the "Emotional Vocabulary" pupil page and ask pupils to choose one or two of the feelings from the list to describe how they might feel in each situation.
Give them time to **Think-Pair-Share** with a partner and write their answer after you read each situation.

- You just received a get-well card with money in it.
- Your plans for staying overnight at your best friend's house were cancelled at the last minute.
- It rained all day and you were stuck inside.
- You just got a very bad mark on your maths test.
- Your sister got a new computer game, and you didn't.
- Your teacher called your parents and told them you were doing a good job in school.
- Your friend told a bad story about you.
- Your bike is missing.
- It's dark outside and something is banging on the window.
- Two more days until you get to see your favourite film with a friend.

Ask:
Did you and your partner always choose the same words for every scenario?
Probably not.
Point out that having feelings are a normal part of living. As pupils illustrated with their lists, a person can experience many different kinds and levels of emotions. Sometimes, an emotion can be intense, sometimes, it can be barely noticeable. Everybody experiences emotions differently. There is not one right way to feel about any situation.

4. Write the word **nervous**.
Tell pupils that every emotion has many different levels of intensity to it. You will start by looking at the feeling "nervous."
Direct pupils' attention to the "Word Bank 1-Nervous" pupil page.
Point out that the emotion "nervous" has many different levels of intensity. At the very lowest level you might just feel a little worried. At the top of the scale, you might feel horrified or terrified.

Explain that you will read aloud an excerpt from *On Board the Titanic*. Periodically you will stop and ask the children to choose an emotion from the list that the characters might be feeling at that time.
Pupils should write their choice on the "Word Bank I-Nervous" pupil page on the

appropriate line without discussing answers with their teammates. They will have a chance to compare answers with the team later.

Harold Bride stood beside Jack Phillips. The captain had told them to abandon ship, but Phillips was still at his post tapping out the SOS call.
Finally they could do no more.

Ask:
How might Phillips and the Captain be feeling?
Direct pupils to choose a word or phrase from the list and write their answers on line 'A'.

Harold dashed out on deck. A group of men were trying to launch one of the collapsible lifeboats. He rushed to join them and reached for an oarlock. Then a great wave rolled along the deck, sweeping him overboard.
Harold blinked, his hand was still holding on to the oarlock, but the collapsible was upside down and he was trapped in the water underneath it.

Ask:
How might Harold be feeling?
Direct pupils to choose a word or phrase from the list and write their answers on line 'B'.

He knew he must not breathe. Somehow he managed to dive and come up to the surface beside the boat.
Sputtering, he shook the water out of his eyes. Several men were already crouching on top of the overturned boat. Harold tried to tug himself up.
"Help me, please," he called out. A few men looked at him and then turned away.

Ask:
How might these men be feeling?
Direct pupils to choose a word or phrase from the list and Write their answers on line 'C'.

They were frightened. There were many people in the water and they were all crying out for help.
"Here, take my hand," a voice said. A young man pulled him up. Then the men huddled together, wet and freezing. As they looked back at the ship, she looked like a huge black beast rearing up into the air. The bright lights from her portholes flashed like thousands of tiny eyes. Then they blinked and went out forever. Suddenly the great ship began to split in two. Her funnel spat out smoke and sparks in a final angry fury.
Then her huge propellers lurched high out of the water and the mighty *Titanic* plunged into the icy sea.

3.30 a.m.

Jack Thayer squatted on the overturned collapsible lifeboat. About two dozen exhausted men were around him on the shifting capsized boat. He could hardly see their faces in the black night, but he knew from their talk that many had worked in the *Titanic's* engine rooms. Jack could only imagine what it must have been like to come up from the hot furnaces only to jump into the icy ocean.

Would any of them ever see their families and friends again?
He looked down. The man he had pulled out of the water was lying at his feet. His legs were twisted against the edge of the boat, covered with freezing water. Every now and then a wave washed over his face, making him choke and sputter.
Jack bent down. He put his arms around the man's shoulders and gently helped him sit up. He held him like that, letting the fellow lean against his knees.

Ask:
How might the man be feeling now?
Direct pupils to choose a word or phrase from the list and write their answers on line 'D'.

"My name's Jack," he said, as the man looked at him gratefully.
"Harold Bride." The man winced as he tried to shift his legs. "What time do you suppose it is?"
Jack looked at his watch. It had stopped at 2:22 A.M. "I don't know," he said. "Almost four, maybe."
"We'll be rescued soon. The *Carpathia,* is coming up as fast as she can. I'm a wireless operator. I was there when the message came in. She knows our position."
"Are you sure?" Jack hardly dared to believe it.
"I just hope I can make it off this boat when help gets here."
"Listen, friend," Jack said, a smile cracking his frozen face. "If you're right about the *Carpathia,* I'll carry you off myself."
As morning drew closer, the sea became rougher. Whenever a wave washed over the side, the boat tilted dangerously. Then everyone had to lean carefully in the same direction to bring it upright again.
Jack grew drowsy. His body felt like a stump of wood and he could no longer feel his legs. He leaned heavily against the man beside him and closed his eyes. His feet began to slide off the slippery wet bottom.

Ask:
How might Jack be feeling now?
Direct pupils to choose a word or phrase from the list and write their answers on line 'E'.

Re-read each section and give pupils a moment to share their answers with their team. Use **Numbered Heads** to have a few pupils share answers with the class.
When you have finished, debrief the activity. Explain that having feelings is a normal part of life. It's something we all share.
Emotions can run on a continuum from low-key to very intense. But we can all show our emotions differently, and react to the same situations differently. What might bother someone, might not bother someone else at all. What makes one person happy, might make another person bored.
Sometimes we are surprised by how another person reacts to something. Sometimes we do something that makes them feel bad and we didn't expect that to happen at all.

One of the most important ways to solve problems is to listen to each other's feelings. Even when we don't understand or agree, we should treat that person's feelings as important and worthy of our respect.

5. Write the word **anger**.
Say:
Let's look at an emotion that can sometimes be hard to handle. Angry feelings are a normal part of living. It is what we do with those angry feelings that can make a conflict better or worse.

Ask:
How many of you can tell when you are angry?

How do you know?

What does being angry feel like?
Your heart pounds, palms sweat, stomach knots, muscles tighten, etc.

What are some other words that describe anger?
Accept reasonable responses, including words like annoyed, frustrated, irritated, bothered, etc. Record these as pupils give answers.

Model the teamwork activity on the "Word Bank 2-Angry". Using the word "anger," chart on the thermometer all these words and any more you can think of to describe the ranges of anger. "0" is the least angry like bothered, while "100" would be violent rage.
Starting at the bottom with bothered, pupils write words to describe the ranges leading up to the top.

After "bothered", what might be the next step on a person's anger thermometer?
Accept reasonable responses. Record any acceptable answer.

Teamwork

1. Each pupil chooses words that describe the different levels of anger and records them on the "Word Bank 2-Angry" thermometer.
Allow about 10 minutes for pupils to chart their words. Pupils may discuss their ideas with their team, but every pupil creates his or her own thermometer.

2. Conduct **One-to-One** conferences. Check to see that pupils are on task.
Remind pupils that there are no right answers here; there are many ways to describe anger. Ask questions like the following to provoke further thought:

Why did you choose these words?

What situations make you angry?

Why do you think this thermometer Is important to teamwork?
How might you try to control how angry you get in a situation?

3. When everyone is finished, ask teams to share their findings with the rest of the class and record them.
Guide pupils to understand that it's good to know your own thermometer with emotions that can lead to conflict. Every person's reactions can be different. Some

people go from 0 to 100 in six seconds. Some people go from 0 to 20 in two weeks. How fast you move from a little feeling to a huge one depends on a lot of things.

Time for Reflection

Ask:

How could knowing how fast you move on this thermometer be helpful to you, your classmates or your family?

You could catch a feeling before it got out of control -you could try to recognise where you are before it gets you into trouble; etc.

Explain that it is important that we recognise our responses to different situations, so that we can take charge of our angry feelings rather than letting our feelings take charge of us **(crisps)**. This is important because sometimes when we get angry we act before we think.

Journal entry: Circle three of the words you used to describe levels of anger. Think of an incident, event or trigger that would cause each emotional response for you. Record your ideas. What kinds of situation might make you feel annoyed or irritated? What kind of situation might make you furious?

Example: 'I might feel bothered (0) when someone chews loudly when I'm watching a film. But, I might feel annoyed when someone talks often during a film."

HOMEWORK

Choose a word from the "Emotional Vocabulary" student page. Write a definition for it, first in your own words and then adding information from the dictionary.

AWARD TEAM CO-OPERATION POINTS

Emotional Vocabulary

Feelings Word Bank

proud	elated	excited	ok
fine	lonely	afraid	confused
concerned	hopeful	depressed	irritated
bored	betrayed	jealous	worried
Frustrated	discouraged	disappointed	calm

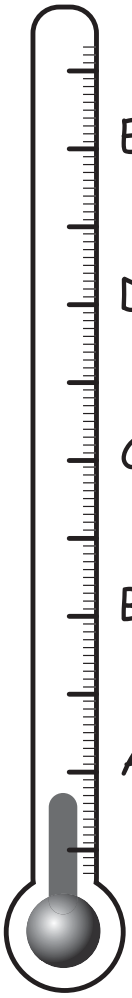
Directions: Choose one or two feelings to describe how you might feel in the following situations.

- You just received a get well card with money in it._____
- Your plans for staying overnight at your best friend's house were cancelled at the last minute. It seems like they are always cancelled._____
- It rained all day and you were stuck inside._____
- You just got a very bad mark on your maths test._____
- Your sister got a new computer game, and you didn't._____
- Your teacher called your parents and told them you were working really hard in school._____
- Your friend told a bad story about you._____
- Your bike is missing._____
- It's dark outside and something is banging on the window._____
- Two more days until you get to see your favourite film with a friend._____

Word Bank 1 – Nervous

Name: _____ Date: _____

terrified a little nervous
worried fearful anxious
horrified frightened afraid
kind of scared scared
freaking out very nervous



E. _____

D. _____

C. _____

B. _____

A. _____

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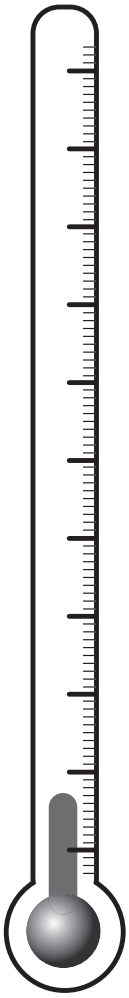
Word Bank 2 – Angry

Name: _____ Date: _____

mad frustrated livid
agitated bothered angry
bugged irritated furious
annoyed violent rage



100 _____

_____

_____

_____

_____

_____

_____

_____

_____

0 _____

Lesson 6

Conflict Stoppers and "I" messages

KEY CONCEPTS

- Cool-down strategies are ways to stop yourself from getting too angry to resolve a conflict peacefully.

- Conflict Stoppers are peaceful ways of resolving problems before they become serious.

- "I" Messages are ways to help you communicate how you feel about a problem without placing blame.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Discuss ways to cool down when you feel yourself getting angry
B. Investigate ways to prevent conflicts from becoming serious
C. Examine how *"I"* Messages let someone know how you feel

3. Teamwork

A. Teams create "I" Messages for several scenarios
B. Discuss how Conflict Stoppers could apply to each scenario

4. Time for Reflection

A. Writing
B. Discuss homework assignment

Advanced Preparation

In this lesson pupils learn how to express their feelings about a problem through an "I" Message. They also learn to use Conflict Stoppers to keep a problem from escalating.

If there is more than one problem, each pupil should prepare an "I"Message. Pupils will then need to decide what they will work on first. Sometimes the problem is not contained in a pupil's "I" Message and pupils may need help identifying what it really is e.g. Shawna might complain that Thomas hit her. Thomas may be angry that Shawna called him a name.
Both of those actions may have occurred because the pupils had difficulty taking turns at the computer. Pupils must understand that difficulty sharing also needs discussion.
Solving the problem, "What can we do when we both want to use the same piece of equipment?" may in the long run be more profitable than solving the hitting and name calling alone.
Teachers should help pupils with this process.
Make a copy of the "I" Message Scenario Cards for each team.

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Materials

FOR THE TEACHER

Chart paper
Stop and Stay Cool poster
Self Talk poster
Conflict Stoppers poster
"I" Message poster
"I" Messages—Part I poster
"I" Messages—Part 2 poster
"I" Messages—Part 3 poster

PER TEAM

"1" Message Scenario Cards team page

PER PUPIL

Self Talk pupil page
Stop and Stay Cool pupil page
Conflict Stoppers pupil page
"1" Message pupil page Journal

OBJECTIVES	ASSESSMENT
Pupils will: • Identify methods for "cooling down" when they feel themselves getting angry • Investigate ways to cope effectively with conflict • Work co-operatively to construct "I" Messages	• "I" Message Scenarios

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

1. Learn how to cool down when we are angry
2. Discuss ways to stop conflict
3. Learn how to talk about *a* problem

TEAM CO-OPERATION POINTS

During these next few lessons award team co-operation points to teams whose members help and encourage each other.

Active Instruction

1. Remind pupils that in the previous lesson they talked about things that make people feel angry. Explain that when a person can recognise that feeling, or recognise the situations that set him off, he can think about ways to cool down and avoid a major conflict. Today pupils are going to discuss some cool-down strategies to use when they feel themselves getting angry.

Ask:

How do some people react when they get angry?

They yell, fight, etc

Do you think those are good ways to deal with anger? Why or why not?

No, *these are not good ways to deal with anger because someone can get hurt, you often get in trouble, these do not solve the original problem, they often make the problem worse or create new problems.*

Have pupils begin to think about ways someone could deal with anger in a healthy way, before he or she reacts in a way that gets him or her in trouble or hurts other people.

What are some ways you could deal with anger that won't harm yourself or anyone else?

Responses should include talking with a friend, exercising, rolling down the car window and screaming, writing in a book, etc.

Record responses. It is important to encourage pupils to give honest ideas here. Many children do not yet know what strategy might work for them. It is important for them to hear usable ideas from their peers.

Add the following ideas:
Stop and Stay Cool
Count to 10,
Relax Take a Break Self Talk

Put up the Stop and Stay Cool poster. **(pizza)** This is one cool-down strategy that works for many people.

Explain the steps of the strategy and have pupils practise as you explain each step:-
First, you must **recognise** that you are getting angry.
Next, you must **stop** whatever you are doing or saying. Tell yourself to **stay calm.**
Next, **breathe** in for five seconds, hold your breathe for two seconds and Breathe out for five seconds. You may have to repeat the breathing exercise a few times before you have **cooled off.**

Put up the Self Talk icon. To use the Self Talk method, you need to think of a statement that you will say to yourself when you feel yourself getting angry.
Ask pupils to generate a few more ideas of appropriate statements.
Reiterate that everyone has to choose the statement that works for them, or perhaps even another method for cooling down that they like or that works better.

Is it hard for people to cool down in the heat of the moment instead of doing something negative or aggressive?
Yes!

Let pupils know that it is very tough to do what you know is good for you when you feel angry or frustrated. It takes lots of practice! But people have to do this everyday, in school, at work and at home, so it is an important skill to learn.

Point out that pupils have just generated a list of Cool-Down Strategies—a menu of things they can do when they feel anger before it becomes a problem or after the conflict has started, that will help to resolve the feeling and keep them in control at the same time.
Knowing how to make yourself feel better can help you deal with a problem before it becomes a conflict.
Make it clear that you and their other teachers will be expecting each pupil to choose a strategy that works for him or her and to use it whenever he or she feels angry or find herself or himself in the middle of a conflict.

2. Sometimes we can catch conflicts before they even start by making sure not to take our temper out on someone else. But sometimes we find ourselves in a conflict before we can avoid it.
Put up the Conflict Stoppers poster and hand out a copy to each child. **(pizza)**

Explain that Conflict Stoppers are things you can do after you have cooled down to help stop a conflict from getting out of hand. Using **Think-Pair-Share,** ask pupils to explain what they think each Conflict Stopper means. Then have pupils share other possible ideas for Conflict Stoppers.

Let pupils know that you and their other teachers will be expecting them to use Conflict Stoppers to prevent conflicts from escalating.

3. Remind pupils that they have been talking about Win-Win solutions, finding the right word to express how you feel, and things we can do to stop conflicts.
Tell pupils that they now have all of the ingredients to create "I" Messages.
"I" Messages give you a way to express your feelings, and state what you want in a clear, assertive way.

Display the "I" Message poster and hand out an "I" Message pupil page to each pupil. Explain that an "I" Message is a way to begin solving a problem. **(pizza)** The purpose of an "I" Message is to help both the speaker and the listener. It lets the speaker tell someone how he is feeling and it gives the listener feedback in an open and fair way. The speaker is not blaming the listener but rather explaining their own feelings about someone's behaviour. It can give you a way to talk out a problem calmly and fairly.

Put up the "I" Messages—Part I poster. The first part of an "I" Message states how you are feeling. Emphasise that with an "I" Message, the feeling must be a feeling, not an action or opinion. Remind pupils to use their Emotional Vocabularies to identify feelings when building "I" Messages.

Ask:
What if I said, "I feel like punching you." Is that a feeling?
No, *that is an action. It states what you feel like doing, not how you actually feel.*

How could I change this to a feeling?
Accept reasonable responses. For example, "I feel angry."

Tell pupils that you are going to say several statements. Pupils should discuss with their team and give a thumbs-up if they think what you said is really a feeling.

I feel sad. Yes. *(thumbs-up)*

I feel like hitting you. No. *This is an action, not a feeling.*

How might you change this to a feeling statement?
I feel angry, irritated, mad, etc.

I feel like dancing.
No. *This is an action, not a feeling*

How might you change this to a feeling statement?

I feel happy, joyful, elated, etc.

I feel surprised.
Yes. *(thumbs-up)*

I feel frustrated.
Yes. *(thumbs-up)*

I feel like screaming.
No. *This is an action, not a feeling.*

How might you change this to a feeling statement?
I feel angry, irritated, frustrated, etc.

I feel irritated.
Yes. *(thumbs-up)*

I feel like ignoring you.
No.

How might you change this to a feeling statement?
I feel angry, frustrated, sad, etc.

Put up the *"I"* Messages—Part 2 poster. The second part of an *"I"* Message states what behaviour is making you feel that way. Emphasise that this must be a behaviour, something specific that you can see, hear or feel. It must be specific.

What if I said, "I feel angry when you act like an idiot"? Is that a clear behaviour? Did I describe exactly what you were doing?
No, *being an idiot is not specific.*

How could I change that to something more specific?
Accept reasonable responses, for example, "I feel angry when you call me names."

Tell pupils that you are going to say several statements. Pupils should discuss these with their team and give a thumbs-up if you think the behaviour is specific.

When you grab my pencil
Yes. *(thumbs-up)*

When you are lazy
No, *opinion, not behaviour.*

How could you change this to something more specific?
When you don't help the team with our assignment, etc.

When you push me Yes. *(thumbs-up)*

When you give me sweets
Yes. *(thumbs-up)*

When you fool around
No. *This statement is not specific.*

How could you change this to something more specific?
When you make noise so that I cannot hear the teacher, etc.

When you bug me
No. *This statement is not specific enough.*

How could you change this to something more specific?
When you poke me in the arm, etc.

Put up the "I" Messages—Part 3" poster. In the last part of the "I" Message, you state what you would like to see happen; you make a request. Again, it is important that the request be clear and that it describes a behaviour.

What if I said, "I would like you to stop being mean." Is that a clear behaviour? Did I describe exactly what I wanted you to do?
No, *being mean is not specific.*

How could I change that to something more specific?
Accept reasonable responses, for example, "I would like you to stop calling me names."

Tell pupils that you are going to state several requests. Pupils should discuss these with their team and give a thumbs-up if you think the request is specific.

I would like you to stop pushing me.
Yes. *(thumbs-up)*

I would like you to act in a more mature way.
No. *This statement is too vague.*

How could you change this to something more specific?
Accept reasonable responses such as, "I would like you to share the computer when it is my turn to use it."

I would like you to ask before you take my pencil.
Yes. *(thumbs-up)*

Teamwork

1. Give each team a set of "I" Message Scenario Cards. Teams create an "I" Message for each scenario. Pupils should discuss each scenario and "I" Message with the team, but every pupil must write down an "I" Message for each scenario.

2. Conduct **One-to-One** conferences. Check to see that pupils are on task. Ask questions like the following to provoke thought:-

How would you feel in this scenario?

Are there particular situations that make you feel angry or sad?

What kind of Cool-Down strategy do you think might work for you?

3. Using **Numbered Heads** have each team share one of their "I" Messages with the rest of the class.

4. Refer back to the Conflict Stoppers poster. Ask pupils to **Think-Pair-Share** what Conflict Stopper might be appropriate in each scenario. For example, Colin might want Terry to Make Amends. John might want Paul to Apologise. Sondra and Liam might need to Share or Compromise. Halina might have to Apologise to Rachel.

Time for Reflection

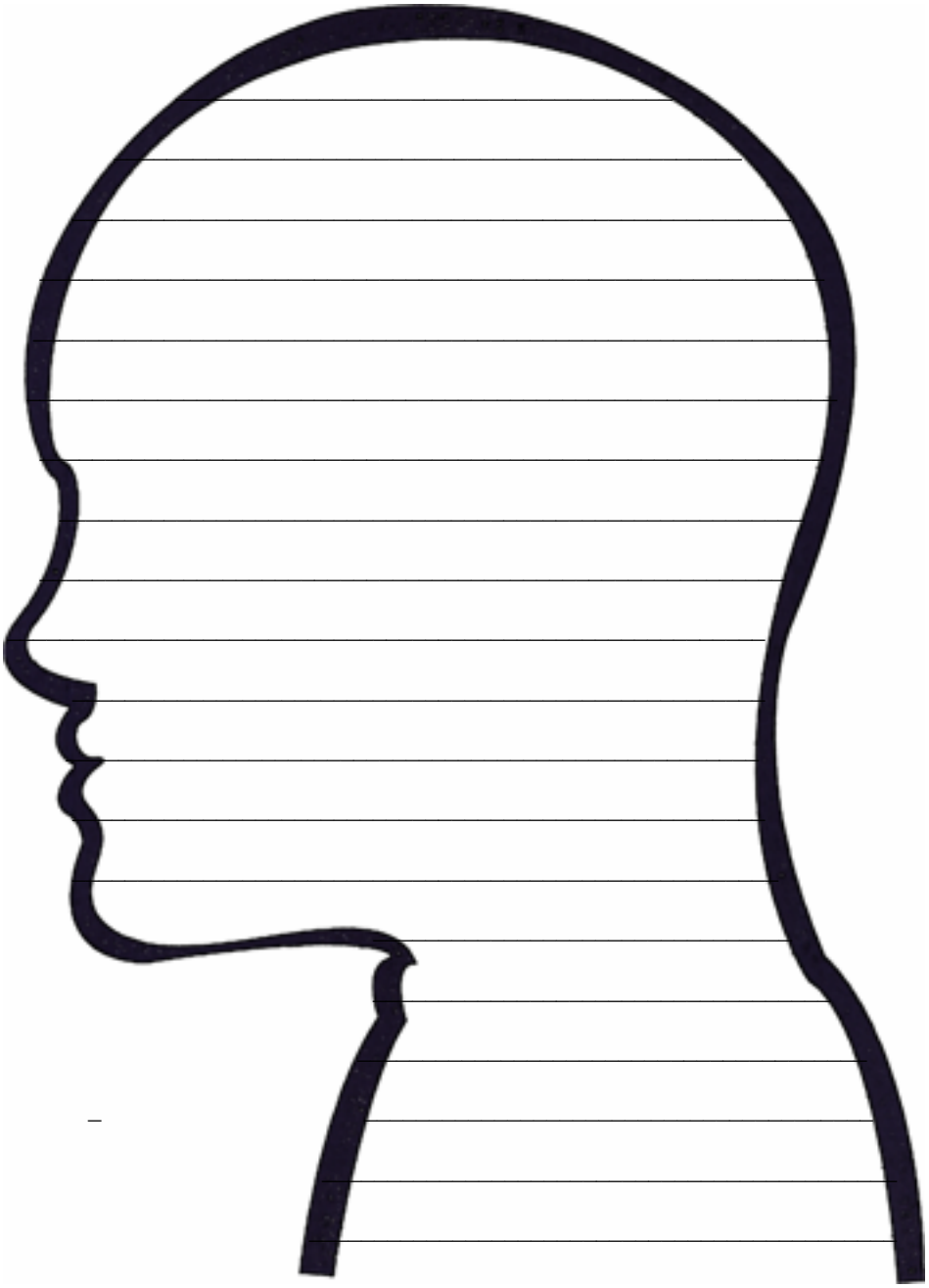
Have pupils write a story creating an "I" Message for a character in one of their favourite books.

HOMEWORK

Have pupils make a cartoon strip illustrating a character delivering any "I" Message.

AWARD TEAM CO-OPERATION POINTS!

Self Talk



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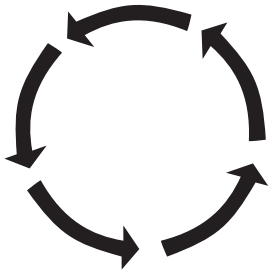
Conflict Stoppers



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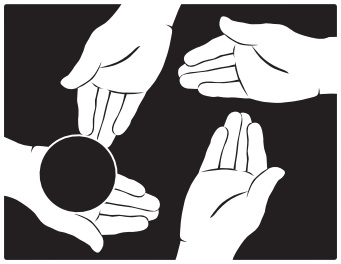
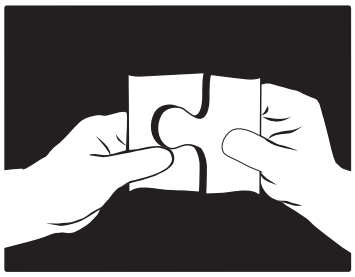


Take Turns

Apologise

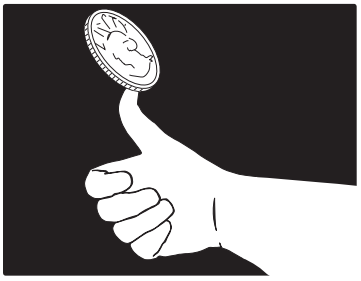
Ignore

Make Amends

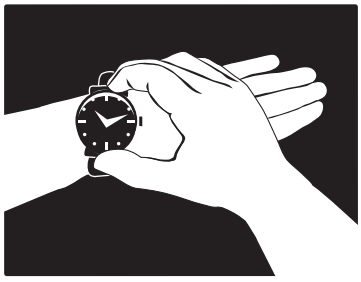


Compromise

Laugh It Off



Flip a Coin

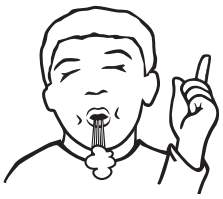
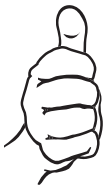


Wait Until Later

Get Help

Talk it Out

Stop and Stay Cool Steps

Step 1	I feel like I am losing control.	
Step 2	Stop!	
Step 3	Stay calm!	
Step 4	Breathe in. 1-2-3-4-5 Breathe out.	
Step 5	I am cool!	

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"I" Message

Feeling	Behaviour	Request
I feel	when you	I would like

"I" Messages
Part 1

Feeling?

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"I" Messages
Part 2

Specific Behaviour?

"I" Messages
Part 3

Clear Request?

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"I" Message Scenario Cards

John's best friend, Paul, tells Andrew a Secret that John told him not to tell. **John's "I" Message:**	Liam wouldn't share the computer with Sandra when Sandra only had 10 minutes to finish her project. **Sandra's "I" Message:**
Colin lent Terry his two favourite CDs. When Terry returned the CDs one was broken. **Colin's "I" Message:**	Halina was supposed to call and tell Rachel what the maths homework was, but she didn't call. **Rachel's "I" Message:**

Lesson 7

Think It Through

KEY CONCEPTS

- The Think It Through process is a way for pupils to reflect on a problem before the problem escalates and pupils get in trouble.

- The Think It Through process uses skills like Active Listening, Conflict Stoppers, "I" Messages and Emotional Vocabulary.

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Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Discuss how and when to use the Think It Through process
B. Review skills from previous lessons
C. Teams link skills they have learned with steps of Think It Through

3. Teamwork

A. Teams complete Think It Through sheets for several scenarios
B. Debrief the activity

4. Time for Reflection

A. Pupils write compliments (Encouraging Words) about each other
B. Writing
C. Discuss homework

Advanced Preparation

In this lesson, pupils will learn to use the Think It Through process whenever they have a problem with behaviour or with another pupil. Any pupil having a problem with classroom behaviour or with another pupil should take time to cool down and complete a Think It Through sheet. This sheet is designed to help the pupil identify his or her feelings about a problem and express those feelings through an "I" Message. The pupil then attempts to identify a Conflict stopper or Win-Win solution to the problem.

An important element to facilitating this process is setting up a quiet area in your classroom. Pupils who are having difficulty in class need a place where they can calm down, think through their behaviour and talk out their problem.

When a pupil experiences a problem:

A. The pupil completes a Think It Through sheet.
B. If it is a teacher-pupil problem, the pupil gives the teacher the sheet and they agree on a time to talk it out.
C. If it is a pupil-pupil problem, both pupils complete a Think It Through sheet.

Early in the year, teachers will have to monitor most Talk It Out sessions. However, with practice, most pupils will become adept at solving most simple problems on their own.
All classrooms should have a box to collect items for Circle Time meetings.
Pupils are invited to write down interpersonal concerns, class concerns, good news and Encouraging Words and place them in the box.

Pupils should frequently write down examples of peers being good team members or using positive behaviour in the classroom. These are called Encouraging Words. Sheets are kept in the classroom and pupils should place these in the box. Teachers should also make liberal use of Encouraging Words.

Make a display of the Think It Through sheet.

Materials

FOR THE TEACHER
Think It Through poster
Conflict Stoppers poster from Lesson 6

PER TEAM
Small self-adhesive notes
"I" Message Scenario Cards from Lesson 6
"I" Message cartoons from Lesson 6 homework assignment

PER PUPIL
Think It Through sheets
Encouraging Words pupil page

OBJECTIVES	ASSESSMENT
Pupils will: • Apply all of the skills from the unit to the Think It Through steps • Understand how the Think It Through process will help them solve problems peacefully.	• Several completed Think it Through sheets • Writing • Compliment about a teammate

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

1. Review the skills we have learned so far
2. Practise how to Think It Through

TEAM CO-OPERATION POINTS

During the next few lessons award team co-operation points to teams whose members help and encourage each other.

Active Instruction

1. Remind pupils that they have been talking about the many skills involved in working together as winning teams and solving conflicts.
Ask teams to get out all the index cards on which they have written down skills and have each group share one skill with the rest of the class. As a group shares their skill, other teams should check to see if they have that skill in their stack of cards. If any of the groups don't have that skill listed, the team that is sharing gets an extra 10 points. Skills mentioned should include:

"I" Messages
Conflict Stoppers
Asking Questions
Active Listening Posture
Paraphrasing, Concentrating
Win-win solutions
Identifying Feelings
Stop and Stay Cool, etc.

As teams share their skills, make a list of these skills on the board.

2. Explain that pupils will use two models that utilise all of the team-building and problem-solving skills they have identified.
The first model is called Think It Through and the second model is called Talk It Out. These two models take all of the skills mentioned and put them in an order we can follow to think through and talk out our problems.
Think It Through is an individual process. It is for one person to use when they are experiencing a problem. In the next lesson we will practise a model called Talk It Out, which is used when multiple people want to resolve a problem together.

Explain that pupils experiencing a problem in school need opportunities to calm down and use a decision-making model to think through their behaviour.
The Think It Through sheet is designed to give pupils with a problem some quiet time to think about the problem.

If two pupils are having a problem or a conflict, each should fill out his or her own 'Think It Through" sheet.

Activity 1: Hand out the Think It Through sheets and ask teams to match the skills they have identified to the steps in the model. Ask them to write the skills on their small self-adhesive notes and then attach those notes to the place where that skill appears on one of the handouts. Allow two minutes for this activity.

Debrief the activity. Have several teams share their answers.
For example: Steps 1 and 2 involve identifying the feeling, stating the problem and creating an "I" Message.
Steps 3 and 4 involve Active Listening, generating win-win solutions and choosing Conflict Stoppers. Award two extra points for correct answers to reward Active Listening and good recording. Let pupils know that they can continue to add skills to the sheet as they learn more about the process.

Explain that the **first task** on a Think It Through sheet is for the pupil to identify his or her own feelings. Remind pupils to use their emotional vocabulary when doing this.
The **second task** is to write an "I" Message. Pupils practised this in the previous lesson.
The **third task** is to consider how the other person might be feeling about the problem. Pupils should again use their emotional vocabulary to be as specific as possible.
The **fourth task** is to try to identify a Conflict Stopper or win-win solution that will help end the conflict or solve the problem.

Pupils should do their best to complete these steps whenever there is a problem. However, this takes practice and there will be times when pupils will have trouble coming up with good solutions. Circle Time will be a forum for practising these models and generating good solutions.

Teamwork

1. Hand out Think It Through sheets and the "I" Message Scenario Cards from the previous lesson. Have pupils take out their cartoons from the previous night's homework. Have teams divide up the scenarios between the partner pairs. Pupils work in pairs to fill out a Think It Through sheets for two of the scenarios and at least one cartoon. Give them 10-15 minutes to do this.

2. Conduct One-to-One conferences. Coach pupils as they work through the Think It Through process by asking questions like the following:

What kind of emotional vocabulary words apply to this situation?

How would you feel in this situation?

What kind of Conflict Stopper/solution do you think would work? Why?

Why is it important to take time to sit down and Think It Through when you have a problem?

3. Ask partner pairs to share their Think It Through sheet with the rest of the team. Using Numbered Heads, have a few teams share their Think It Through sheets. Ask the rest of the class if they agree with the choices made. If not, have pupils **Discuss and Defend** their answers.

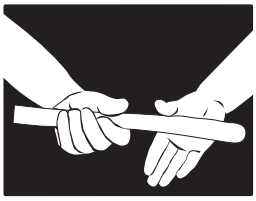
Time for Reflection

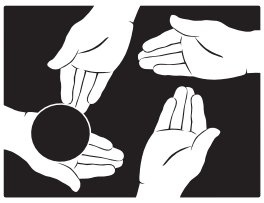
1. Explain to pupils that every classroom will have an area in the back of the room where pupils can go when they need some quiet time to think about a problem. It is a place where all sides of an issue are heard. Every class can choose a name for its area. One class called it Antarctica, because it is a place for pupils to chill out. Tell pupils that the Think It Through sheets, Encouraging Words sheets, Talk it Out game board and Circle Time box will all be kept in this area.

2. Ask pupils to write a compliment about their team or someone in their team on an Encouraging Words pupil page. Pupils should choose something that was positive, helped their team earn points, and helped them work well as a team. Make sure pupils save these pages, as they will need them again in Lesson 9.

Think It Through

Conflict Stoppers

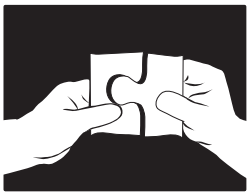

Share


Take Turns

Apologise

Ignore

Make Amends


Compromise

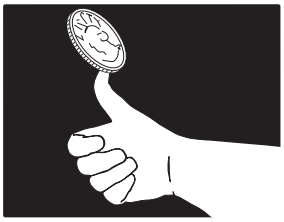
What is the problem?

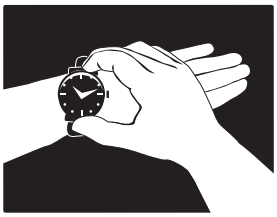
What is my "I" Message?

How does the other person feel?

What could I do differently to solve the problem?

Laugh it Off


Flip a Coin


Wait Until Later

Get Help

Talk it Out

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

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Lesson 8

Talk It Out

KEY CONCEPTS

- The Talk It Out model gives pupils a way to peacefully resolve conflict by helping pupils develop Win-Win solutions to their problems.

The term Talk It Out is based on the Footsteps to Friendship – see guidance in the introduction to this manual.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage Routines

2. Active Instruction

A. Introduce the Talk It Out process
B. Teams link skills they have learned so far to the Talk It Out process
C. Model and explain each step in the Talk It Out process using a scenario from the previous lesson

3. Teamwork

A. Teams practise the Talk It Out process by role-playing several scenarios

4. Time for Reflection

A. Pupils write compliments (Encouraging Words) about each other

Advance Preparation

In this lesson pupils learn how to use the Talk It Out process to develop Win-Win solutions to their problems. Children will need lots of practice before they are comfortable enough with the process to use it to solve their own problems. Before they use the Talk It Out model, each pupil must complete a Think It Through sheet, including an "I" Message.

This lesson may take more than one day to complete, and you may wish to create more scenarios that you can model for the class or have pupils practise in teams.

Make copies and cut up the Talk It Out Role-Play Cards. You may wish to laminate these so they will last from year to year.

Although every pupil should receive a Talk It Out pupil page for reference, you may wish to make a large poster (or have pupils do it) and post it in the room so the steps are visible and easy-to-read. You could also make individual posters for each step.

Materials

FOR THE TEACHER

Think It Through poster from Lesson 7
Talk It Out poster
Feedback Form poster
Conflict Stoppers poster I from Lesson 6
"I" Message scenario Cards from Lesson 6
List of skills from Lesson 7

PER TEAM

Small self-adhesive notes
Talk It Out pupil page
Talk It Out Role-Play Cards (and any others you choose to create)
Several Feedback Forms

PER PUPIL

Completed Think It Through sheets from Lesson 7
Talk It Out pupil page
Encouraging Words pupil page

OBJECTIVES	**ASSESSMENTS**
Pupils will : • Apply the skills from the unit to the Talk It Out process • .Practise using the Talk It Out model for problem-solving	• Completed "Feedback Form(s)" • Compliment about a team member • Talk It Out scenario (homework)

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

Learn how to talk out our problems and find Win-Win solutions

TEAM CO-OPERATION POINTS

During the next few lessons award team co-operation points to teams whose members help and encourage each other.

Active Instruction

Remind pupils that in the last lesson they learned how to Think It Through. Think It Through is a way for one person to work individually when he or she has a problem. It is a way to take some time to calm down and think through a problem step-by-step.

Today pupils will learn a problem-solving model to use when two people have a problem or conflict to work out.
This process is called Talk It Out.
In the Talk It Out process, the people with a problem let each other know how they feel and they work together to find a Win-Win solution to the problem.
Coaches help guide the process and suggest solutions, and pupils receive feedback on their problem-solving skills.

Ask:
Why do you think the process is called Talk It Out?
Because people will talk with each other to solve their problem peacefully.

Usually, before two people solve their problem using Talk It Out, they each fill out a Think It Through sheet.

Why do you think it would be important for people to complete "Think It Through" sheets before using Talk It Out?
Accept reasonable responses. Think It Through gives each person an opportunity to calm down, collect his or her thoughts, analyse the problem, identify his or her feelings, think of possible solutions or Conflict Stoppers, etc. before he or she discusses possible solutions with the other person.

Activity 1: Refer pupils to the list of skills generated in the previous lesson. These should include the following:"

"I" Messages
Conflict Stoppers
Asking Questions

Active Listening Posture
Paraphrasing
Concentrating
Win-Win solutions
Identifying Feelings
Cooling Down, etc.

Hand out the Talk It Out pupil pages. Teams will match the skills they have identified to the steps in the model. Ask them to write the skills on their self-adhesive notes and then attach those notes where that skill appears on the handout.

Allow only a few minutes for this activity.
Debrief the activity.
Use **Numbered Heads** to have a few teams share some of their answers.
Award two extra points for each correct self-adhesive note to reward Active Listening and good recording e.g.
Step 1 involves Identifying Feelings, Listening, Paraphrasing and Calming Down.
Steps 2 and 3 involve Listening Paraphrasing, Conflict Stoppers and Win-Win solutions.
Steps 4 and 5 include Conflict Stoppers, Concentration, Listening, Paraphrasing etc.

Explain that Talk It Out gives us the steps we need to work out a conflict or problem with another person. When we follow the steps, we are working together peacefully to come up with Win-Win solutions.
It can be hard to work this way with someone you are having a problem with, or with someone you are feeling anger towards. Talk It Out gives all of us a way to peacefully solve our problems with our peers.

Put up the Talk It Out sheet and hand out the Talk It Out pupil pages. Tell pupils you are going to model each step in the Talk It Out process using the following "I" Message scenario from Lesson 6:

Liam wouldn't share the computer with Sandra when Sandra only had 10 minutes to finish her project.

Make sure children have the Think It Through sheets they completed for this scenario during Lesson 7 available.

Remind children that the goal of Talk It Out is to solve the problem so that both people win. We are looking for Win-Win solutions. It is important to ensure that both pupils feel okay about the outcome.
The **first step** in the Talk It Out process is for each pupil to give an "I" Message and let the other know how he or she is feeling.
Both pupils will have to actively listen to and then paraphrase each other's "I" Message. This will ensure that both pupils know how the other is feeling.

Ask:
What could Sandra's "I" Message be in this scenario?
Accept reasonable responses. For example, "I feel upset when you don't let me use the computer and 1 have to finish a project. 1 would like you to let me use the computer when 1 have work to do."

How might Liam paraphrase Sandra's "I" Message?
Accept reasonable responses. For example, *'"You got upset when 1 did not share the computer and you really needed to use it. You want me to share the computer."*

What could Liam's "I" Message be?
Accept reasonable responses. For example, *"I feel annoyed when you try to use the computer during my computer time. I would like you to finish your project during your own computer time."*

How might Sandra paraphrase Liam's "I" Message?
Accept reasonable responses. For example, "*You were annoyed when I tried to cut into your computer time. You want me to use my own time to work on my project.*

Check to see that pupils have correctly constructed their "I" Messages, using emotional vocabulary to describe feelings and suggesting specific behaviours. Also check that the paraphrases were clear and conveyed the important information.

The **second step** in the Talk It Out process is for each pupil to suggest a solution to the problem. Both pupils will have to actively listen to and then paraphrase each other's solution.

What solution might Sandra propose?
Accept reasonable responses. For example, Sandra might propose that Laurie let her use the computer when the project is important.

What solution might Liam propose?
Accept reasonable responses. For example, Liam might propose that Sandra should wait her turn to use the computer.

Are these win-win solutions? Why or why not?
No! Only one person wins in either solution. In Sandra's solution, Laurie does not get to use the computer at all. In Liam's solution, Sandra will not finish her project on time. These are both Win-Lose solutions.

The **third step** in the Talk It Out process is for the two pupils to discuss several solutions until they can agree on one. The rest of the class also offers at least one solution. The solution must be a Win-Win solution.

Tell pupils to **Think-Pair Share** and ask:
What would be a win-win solution to this problem?
Accept reasonable responses. For example, Liam could let Sandra use the computer just until her project is finished. Sandra could thank Liam by giving Liam 10 minutes

of her own computer time. In this solution, both children win.

Are Sandra and Liam using a Conflict Stopper to solve this problem?
Yes. They are talking. They are explaining exactly how they feel and what they want. They are not calling each other names. They are sharing, compromising, etc.

The **fourth step** in the Talk It Out process is for the pupils to try the plan.
How would Liam and Sandra try out their plan? Liam would let Sandra use the computer to finish her project. In return, Liam would get 10 minutes of Sandra's computer time.

The **fifth step** in the Talk It Out process is to evaluate the plan. If the plan was successful, both children should feel good about the outcome. If the plan was not successful, Liam and Sandra would have to think of a new plan to try.
When a plan has been successfully implemented, peers will be asked to complete a feedback form evaluating how well the children talked out their problem.

Put up the Feedback Form poster.
Model how to complete this form. The person giving feedback should write down the solution that w as chosen, and check off whether the "I" Messages were clear and whether the solution was Win-Win.

Using another scenario from Lesson 6, have two volunteers model the Talk It Out process:

> *Colin lent Terry his two favourite CDs. When Terry returned the CDs, one was broken.*

Encourage other children to coach and give feedback to the two children who are Talking it Out. Have children refer to the Think It Through sheets they completed in Lesson 7 as they model the scenario.

First, Colin gives an "I" Message and Terry paraphrases it.
This might be something like, "I felt angry when you broke my favourite CD. 1 would like you to replace it."
Next, Terry gives an "I" Message and Colin paraphrases it. This might be something like, "I feel irritated when you get mad at me for something that was an accident. 1 would like you to apologise to me."
The class gives the pair a thumbs-up or thumbs-down to indicate whether or not the message was clear. If the message was not clear or if the person had difficulty paraphrasing the "I" Message, the class and teacher should help clarify the message and then give a thumbs-up.

Second, each pupil must give one win-win solution to the conflict. The class should also offer at least one win-win solution.
For example, in this scenario, Terry could buy Colin a new CD and Colin could continue to share his CDs with Terry.

Remember, this is only one possible solution. Allow the pupils playing Colin and Terry and the rest of the class to propose solutions they feel are appropriate.

Third, the two pupils must agree on one Win-Win strategy that they will try. The class offers a thumbs-up if the pupils have agreed to a Win-Win solution to the conflict.
Explain that in real-life, Colin and Terry would implement the proposed solution and let the class know if it was successful. If not, the class would help Colin and Terry come up with another solution to try.

When pupils have completed the role-play, have pupils help you complete a Feedback Form sheet. Give positive feedback and congratulations to the volunteers.

Teamwork

1. Hand out the Talk It Out Role-Play Cards to each team. Use Numbered Heads to assign roles. For example, in the first scenario, have ones and twos act out the conflict, threes provide coaching and fours provide feedback on the solutions.

Have pupils practise at least two of the scenarios. Be sure that teams fill out Feedback Forms for each role play. This part of the lesson may take more than one day to complete. Take as much time as you feel is appropriate for pupils to begin to feel comfortable with the process.

2. Have each team choose one scenario that they will perform for the class in the next lesson. They should make sure they know that scenario well so they can perform it and have the rest of the class evaluate it.

Conduct One-to-One conferences. Coach pupils by asking questions like the following:

Are the players clearly expressing their feelings?

Are they thinking of wln-win solutions?

How could Conflict Stoppers help you solve problems like these?

Do you think you could use this process to solve your own problems?

Time for Reflection

Ask pupils to write a compliment about their group or someone in their group on the Encouraging Words pupil page.

Pupils should choose something they observed that was positive, helped their team earn points and/or helped them work well as a team.

HOMEWORK

Design a scenario for practising Talk It Out.

Note: One way to generate scenarios for Talk It Out practice is to ask pupils to create them. You can assign these for homework anytime during the school year.

We have found that children really enjoy writing these and acting them out as skits.

It is important to make the scenarios as realistic as possible in order to provide good practice. Of course after several initial Circle Time meetings, pupils will be working through real conflicts and situations provided by other pupils and themselves.

Talk It Out

Step 5
BLUE and RED:
Evaluate the plan.
(Do we need to try a different solution?)

Step 4
BLUE and RED:
Try the plan.

Step 3
BLUE and RED:
Discuss solutions and agree on one.

Step 2
RED: Suggest a solution.
BLUE: Listen and retell what you heard.
BLUE: Suggest a solution.
RED: Listen and retell what you heard.

Step 1
RED: Use an "I" Message to tell how you feel.
BLUE: Listen and retell what you heard.
BLUE: Use an "I" Message to tell how you feel.
RED: Listen and retell what you heard.

Enter

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Feedback Form

Team: _____ Scenario: _____

1. Solution (Write down agreed upon solution)

2. Was the "I" Message clear? Yes No

   Was the solution WIN-WIN? Yes No

Team page

Talk It Out Role-Play Cards

Role-Play 1:

Every time Ali misses free throws in the basketball game after school, Liam calls him names, and insults him. Liam says that that's because Ali is always bragging about how he is the only good player on the team and that everyone else is weak.

1. Ali
2. Liam

3. Provide coaching
4. Provide feedback

Role-Play 2:

Tyrone says that Alex hit him when he was in the hall, so he hit Alex back. Alex says he didn't hit him, he bumped into him by accident. They are arguing over it.

2. Tyrone

4. Provide coaching

Role-Play 3:

During lunch, Richard told Tonya that the oral report she gave in science was "weak" and that she looked stupid when she talked in front of the class.

3. Tonya
4. Richard

1. Provide coaching
2. Provide feedback

Role-Play 4:

At the bus stop, Jamilla teased Morgan about her clothes. She said they looked like they were second hand and that she must be too poor to go shopping at good shops.

4. Morgan
1. Provide coaching

1. Jamilla
3. Provide feedback

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Lesson 9

Circle Time

KEY CONCEPTS

Circle Time is an opportunity to share Encouraging Words, use/or practise the Talk It Out process and discuss class concerns and successes.

Lesson Outline

In this lesson, you will complete the following steps:

1. Setting the Stage

2. Active Instruction

A. Lay out the agenda for a typical Circle Time meeting
B. Hold a Circle Time meeting
   1. Share Encouraging Words from Lessons 7 and 8
   2. Discuss class concerns
   3. Practise the Talk It Out model
   4. Teacher affirmations

3. Time for Reflection

A. Discuss the importance of using the process when conflicts arise

Advance Preparation

This lesson walks the class through a Circle Time meeting.
You can use this lesson to guide you whenever you hold a Circle Time meeting until you become familiar with the process.

Make sure you have put some Encouraging Words in the Circle Time box that you can read during the meeting. Have children put some of their Encouraging Words in the box as well, and assure them that authors of Encouraging Words will be kept anonymous.

Copy and laminate the "Class Agenda" teacher page so that you can post it in the classroom whenever you hold a Circle Time meeting.

Preview the "Practice Scenarios" at the end of this lesson. If there are no pupils experiencing a problem that needs to be talked out, you can use these scenarios or others you (or children) create to practise Talk It Out during this and future Circle Time meetings. Review the Helpful Hints for Circle Time in the Introduction of this manual.

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Materials

FOR THE TEACHER

Talk It Out poster from Lesson 8
Conflict Stoppers poster from Lesson 7
Circle Time Agenda teacher page
Practice Scenarios teacher page
Circle Time box contents

PER PUPIL

Feedback Form(s) from Lesson 8

OBJECTIVES	**ASSESSMENTS**
Pupils will • Understand that Circle Time meetings are a forum for solving class problems and sharing class successes	• Completed Feedback Form(s)

Teaching the Lesson

Setting the Stage

AGENDA

Today we will:

A. Hold a Class meeting

Active Instruction

1. Present the agenda for Class meetings and start the first meeting.

The **first item** of business is to share some Encouraging Words. Remind pupils that "Encouraging Words" sheets are kept in the classroom. Encouraging Words are compliments about pupils who are being good team members or are using positive behaviour in the classroom. Pupils and teachers can place these examples in the box. Every Class meeting begins with the teacher or children reading the Encouraging Words that have been collected in the box.

Read aloud some of the Encouraging Words that children have written this week.

2. The **second item** of business is to discuss Class Concerns. Explain that the Circle Time meeting is a time to address on-going general Class Concerns such as insults in the classrooms, not following directions, planning a class party. This is an opportunity to have the whole class participate in a discussion peacefully. It will give pupils practice with resolving conflicts creatively and non-violently.

3. The **third item** of business is to use the Talk It Out model to solve problems between pupils. Pupils already have some experience with this. The pupils having (or role-playing) the problem begin at the first step and follow the model through to the end. Have the Talk It Out and Conflict Stoppers posters available to help you guide pupils through the process. Remember, the Talk It Out problem-solving model is designed to be an engaging, concrete way for pupils to practise step-by-step conflict resolution skills.

For the first Circle Time meeting choose one of the Practice Scenarios provided (or your own) for two volunteers and a coach to practise the Talk It Out process. Have the rest of the pupils fill out a "Feedback Form."

During the role-play, ask questions like the following to check for understanding of the process:

Is the feeling a feeling?

Is the behaviour clear and specific?

Is the paraphrase of the "I" Message clear?

Is the request clear?

Did each side generate a solution?

Is the identified solution Win-Win?

As time allows, talk out as many scenarios as possible. As pupils get more familiar and comfortable with the process, they will be more likely and willing to use it to solve their own problems.

4. The **last item** of business is Teacher Affirmations. Teachers should end the Circle Time meeting by identifying some of the positive behaviours he or she saw during the meeting. Other children can join in this as well.

Time for Reflection

1. Ask:

Do you think Circle Time meetings will be helpful as we work together as a class this year? Why or why not?
Accept reasonable responses.

2. Guide pupils to see that Talk It Out is the way for pupils to solve their problems peacefully. Conflicts are a natural part of life for everyone. Solving conflicts peacefully is a skill that pupils will need in the real world.

3. Congratulate pupils (and yourself!) on having completed the Getting Along Together unit. Thank them for their hard work and dedication. Remind pupils that they are not done! Practice is the key here. Although you and the class have discussed and practised the concepts of getting along, application and integration of these concepts will require a great deal of modelling, reinforcing and providing consistent opportunities for practice and feedback throughout the year.

Please, find the time to refer to these skills throughout your day, and provide time for Circle Time meetings whenever necessary.

Class Agenda

1. Encouraging Words

2. Class Concerns

3. Talk It Out

4. Teacher Affirmations

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Practice Scenarios

Role-play three or more scenarios and practice steps.

1. As you walked to reading class, Justin called you a name.

2. Leticia pushed and threatened you in the hall.

3. Morgan teased you about wearing "poor" clothes and having no money.

4. Mario won't participate and work with the team.

5. On the bus, Sarindah and the other children pointed and laughed at you.

6. While you were playing basketball, Alvin loudly insulted your mother in front of the other kids.

7. Michelle shoved and cut in front of you on the way to lunch.

8. Rafael grabbed the basketball out of your hands, played with it and when he was finished, threw it over the fence.

9. Whenever you play games on the playground, Ali always goes first and never follows the rules.

11. Role-play your own scenario.

Questions for observers to ask:

1. Is the feeling a feeling?
2. Is the behaviour clear and specific?
3. Is the request clear?
4. Is the reflection of the "I" Message clear?
5. Did each side generate a solution?
6. Is the identified solution "Win-Win"?