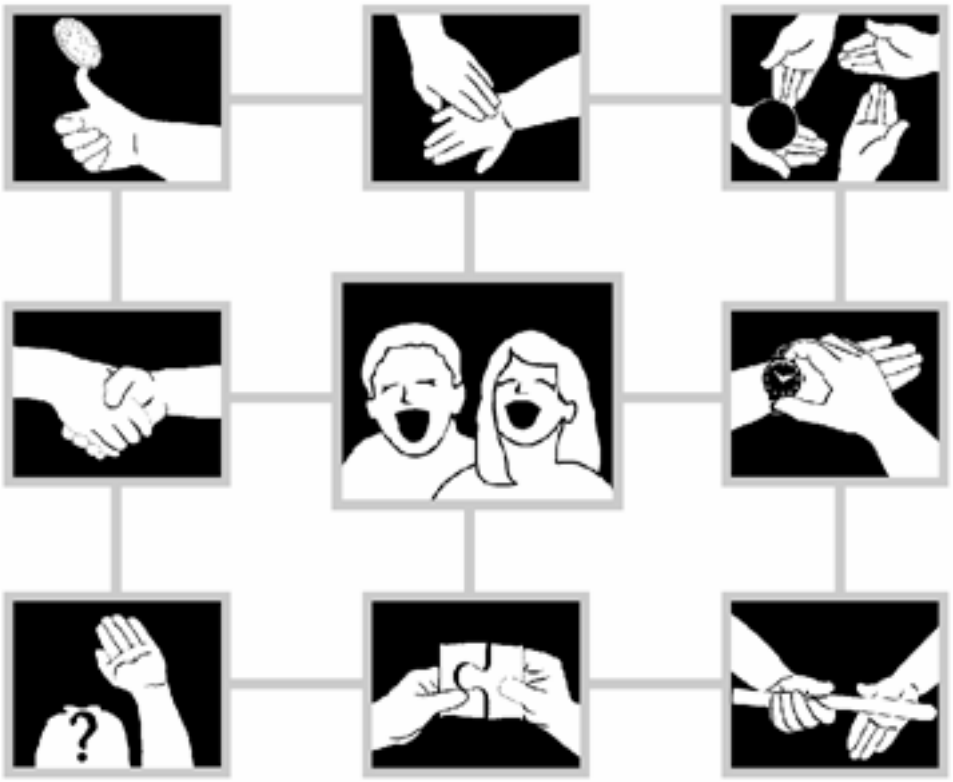
Getting Along Together



Year Five

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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	Apollo 13 DVD		
	People	Spier, Peter	038524469X

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.

Team work 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.

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.

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.

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:

- Completes a Think It Through sheet (partial completion is acceptable based on your determination); and
- (if it is a teacher-child problem) gives you the sheet and agrees on a time to talk about it; or
- (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 could look like this:

The Circle Time meeting often consists of the following elements:

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

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.

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.

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.

Preparing for Footsteps to Friendship

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.

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

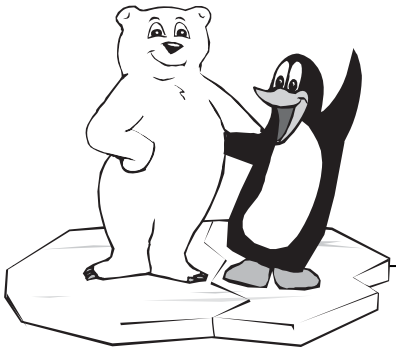
Practice situations can be taken from novels, stories, videos, films, TV, real-life examples, scenarios and plays written by children. However, in the initial practice sessions, it is advisable to start with "neutral" material that doesn't identify or point fingers at any of the children.

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,

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These lessons are designed to be taught on the first day of school. They should be interwoven with activities to help children learn classroom rules and procedures.

Meeting Each Other

Outcomes Children will behave in ways that promote successful interactions with each other.

Indicators Children will demonstrate co-operative behaviour and problem solving skills.

BENCHMARKS:
Children will:
- Develop team cohesion
- Appreciate individual differences

Materials

FOR TEACHER
Chart paper
Markers
People by Peter Spier

FOR TEAMS
Team pictures to mark tables (optional)

FOR PUPILS
Team pictures cut into jigsaw pieces (according to number in team)

Teaching the Lesson

Setting the Stage

Say: *Today we will talk about creating a caring classroom community.*

Vocabulary

Team-building

Shared Text

People by Peter Spier

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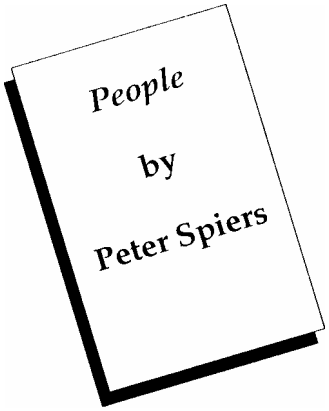


STORY INTRODUCTION

Look at this book's cover. What do you think this book will be about?"<This book is about the endless variety of people in the world. Whether in our families, countries or continents, we all are different and unique. The human race is rich because of these differences. Let's look at this book and see what kind of variety there is among people and how this enhances the world we live in.>

READING THE STORY: Pages 1- 14 (We all know…….
…….some of us excel)

Begin reading the story, stopping every few pages to ask predictive and summative questions that will motivate the children to recall story details.

DISCUSSION

As the book *People* suggests, not only are people very different all over the world, but also here in this classroom. We are all a collection of different people with different ideas, interests and experiences. One of the goals for today is to begin to get to know each other. We want to celebrate the unique qualities we each have, and in celebrating each person, we also want to come together to form caring teams and a caring classroom community. Today, we will be doing a lot of different activities to get to know each other and to build the foundation for good teamwork

Teamwork

1. Put children into teams. Count the number of pupils in your class and work out how many teams (4 or 5 pupils) there will be. Take a picture card (pop stars, book covers, film illustrations, football teams etc) cut into the appropriate number of jigsaw pieces for each team. Mix all of the pieces up and give them out randomly ensuring that every child has a piece. Allow the pupils to circulate trying to find matches to their puzzle until they complete the whole picture. Once they have located all of the pieces children will sit together in their new team. They should give themselves a team name. (They could make a table tent label for their team.)

2. Do an introductory activity. Have the children divide into pairs.
   They can complete any of the following activities:

   Tell your partner three things about yourself. Two things should be true. One thing you should make up. See if your partner can guess which one you made up

   or

   Tell your partner all about yourself so that he or she can introduce you to the other members of your team.

   or

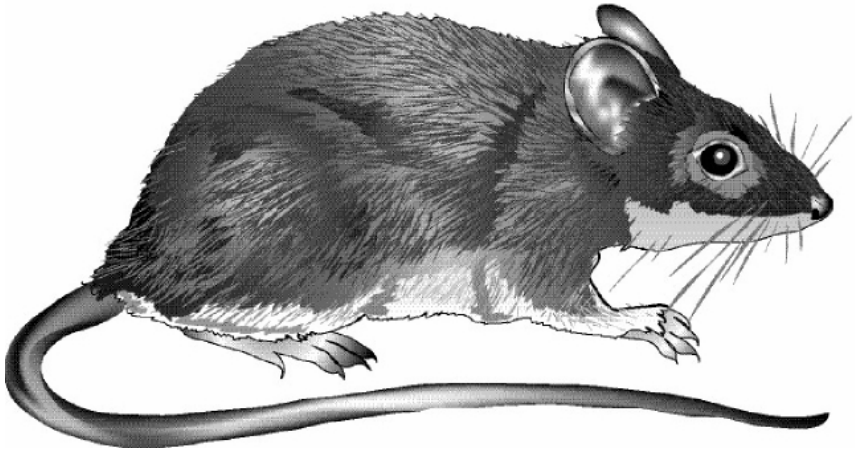
   Do Inside-Outside circle. Place a piece of paper on each table. The paper should have a large circle drawn in the centre. The teacher can say, **Like the differences that we read about in *People,* in this classroom we all have special interests and preferences. Some of our interests we share with other people; some are unique to each one of us. In this exercise, we can begin to know each other better.**

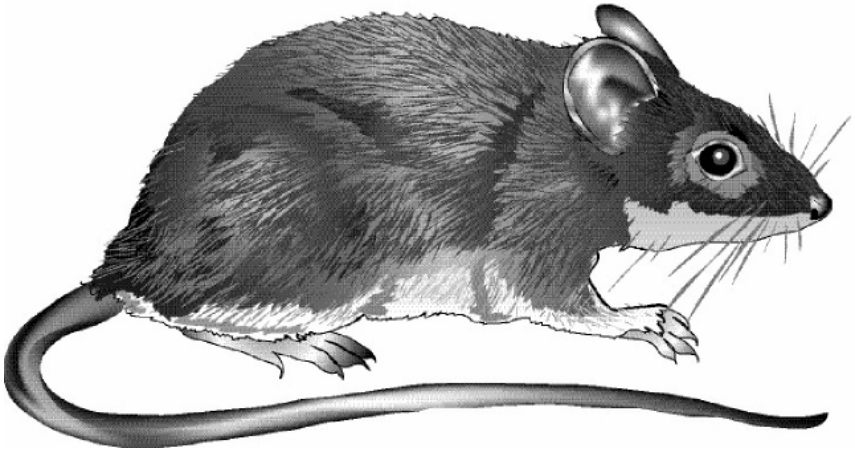
   For example:

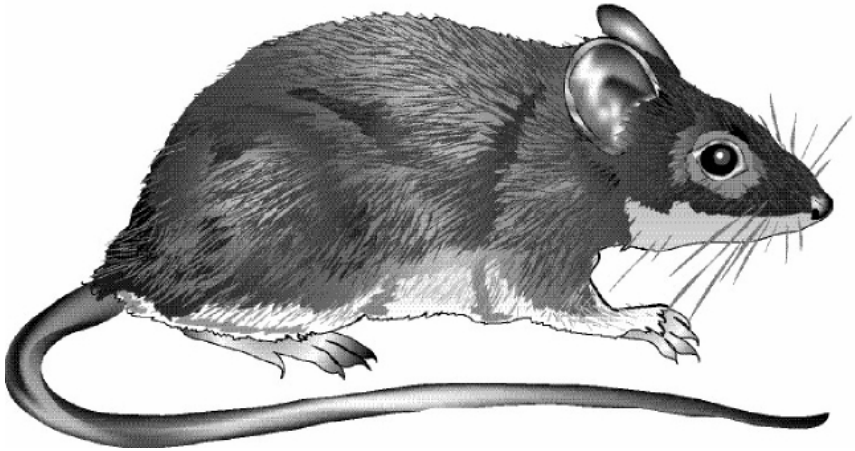
   Favourite food
   Favourite TV show
   Favourite sport
   Favourite book
   Last film seen
   Favourite colour

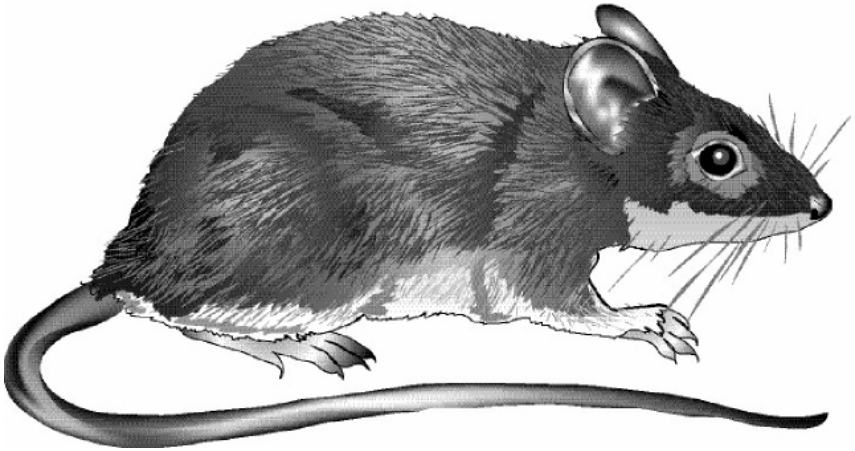
   If the team has something that they all have in common, they write it in the inside of the circle. If they do not each agree, they write their answers on the outside of the circle.

3. Explain that for the next few days or so, children will be in these teams in order to work on some skills that they need to be successful team members. There are some things that we will be doing in class to help build good teams and a caring classroom community.









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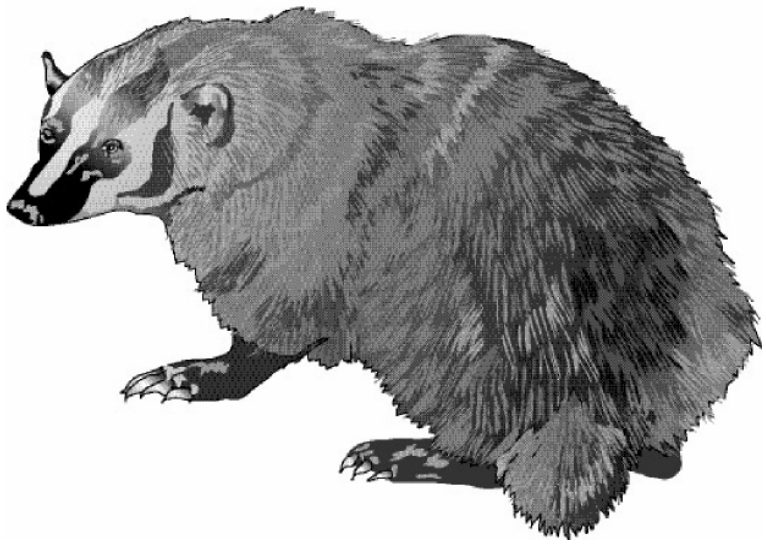

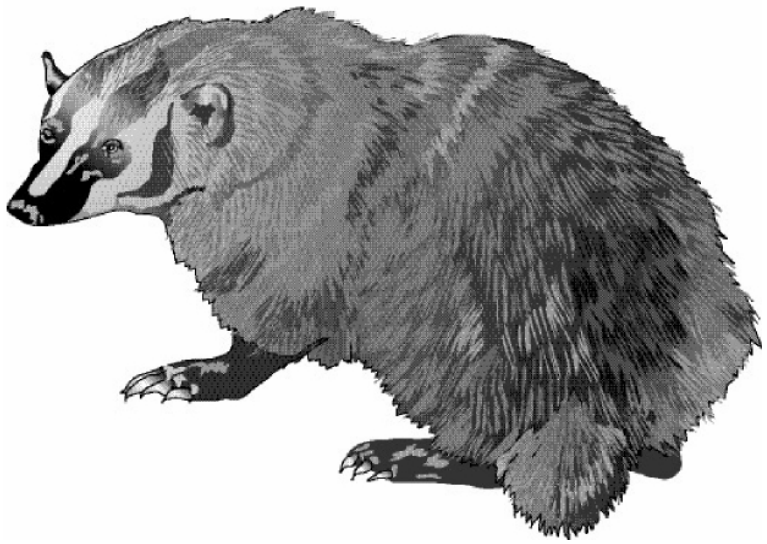

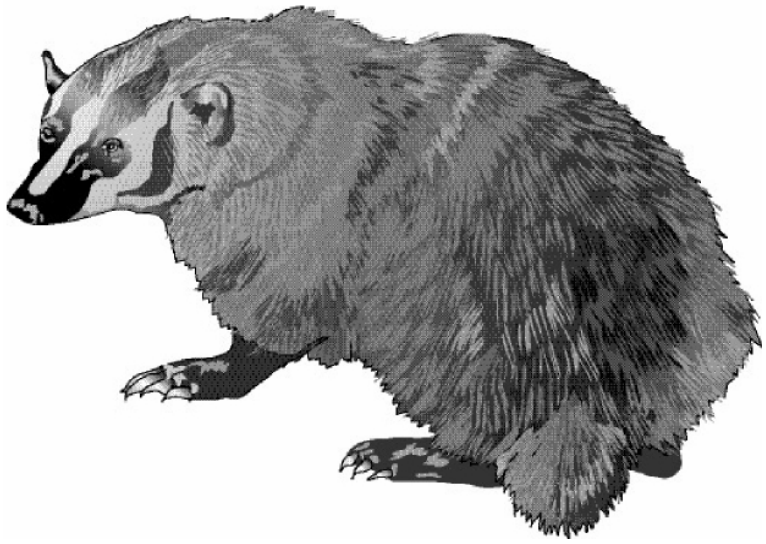

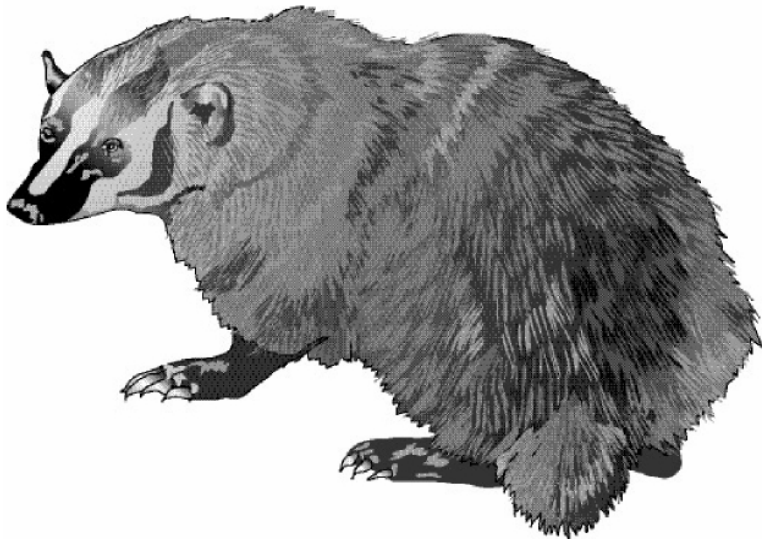

Listening Position

Outcomes Children will behave in ways that promote successful interactions with others.

Indicators Analyse the components for effective listening and increase accuracy of aural comprehension. Develop increased team cohesion.

BENCHMARKS

Children will:

- Identify concentration as a key component of listening.
- Participate in an activity that demonstrates the key role of concentration.
- Identify the listening skills of Active Listening and concentration.

ASSESSMENTS

- Writing

Materials

FOR THE TEACHER

Two Minute Mysteries by Donald Sobol
Chart paper & markers
Listening Icons
Active Listening Position Chart

FOR THE TEAMS

Team Score Sheet

Teaching the Lesson

Getting Started

•Have all children sitting in teams.
•Have a Team Score Sheet out for each team.
•Use Numbered Heads to divide teams into partner pairs.
•Have cups for bonus points out on every table and remind pupils that you will be awarding co-operative teampoints throughout the lesson.

Active Instruction

Review the Active Listening skills (see enclosed sheets illustrating expectations of Active Listening)

Say: *We have talked about what we would expect to see when people are showing Active Listening Skills. Turn to your partner and try to remember all the things we need to do to be good listeners. What is the Active Listening Signal? Let's share our ideas about what it is to be an active listener.* (Sit Still, Don't Talk, Look at the Speaker, Hands on Lap.) *I want everyone to show me Active Listening. Now we are going to talk about some other things that help us become better listeners.*

READING THE STORY

1.Begin to read a story from *Two Minute Mysteries.* Ask the children to use their best Active Listening Position when you use the sign.

2.After reading one or two mysteries and solving them, ask the class what they had to do to be good at solving these stories. (Try to elicit **think hard, concentrate, listen carefully for details'** etc.)

3. Discuss the fact that listening is hard work. To be a good listener demands more than just looking as though you're listening. Good listening demands concentration and really paying attention. **Concentration** was necessary in order to pick up the clues in these stories.

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T e a m w o r k

1.Have every one sitting in teams.

2. Read a list of words and have children clap every time they hear the word **crime.** Read the list steadily at a rate of one per second.

Word List I

mystery	victim
clue	pineapple
crime	hunch
banana	crime
solve	motive
crime	clue
detective	crime
police	investigate
suspect	clue
crime	banana
lab	crime

3. Have each member think about what made the exercises difficult (Think Time) and then share with a partner.

4. Have partners talk with their team to come up with one thing that was necessary for good listening in this exercise. Share team responses.
<Make sure to emphasize that concentrating was the most important thing to do.>
Show Concentration graphic.

5. Repeat activity with variations as time permits.
   - Clap on all nouns.
   - Clap on all words except crime and clue.
   - Do not clap on any word beginning with C.

REVIEW
Remind the class to listen all day. There are bonus points for teams.

Discuss with the class that the two things we have learned that make a difference are the **Active Listening Position** and **Concentration.**

3. Write or discuss as a group. *What did you do to help yourself concentrate?* <No talking, think hard, just look at the person, say, "I must think hard to myself" (self-talk)>

4. Assign homework.

Extension Activities

Make a list of words and have children clap on words that start with a chosen letter.

Name _____

Homework: Clapping Game

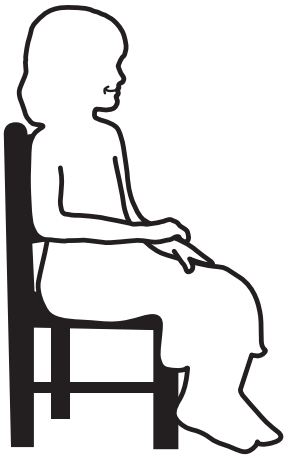
Play the same game with your family. Ask your family to clap on the word **crime.** Next time, ask them to clap on all fruit. See what kind of listeners you have at home. Write down what happened.

Word List I

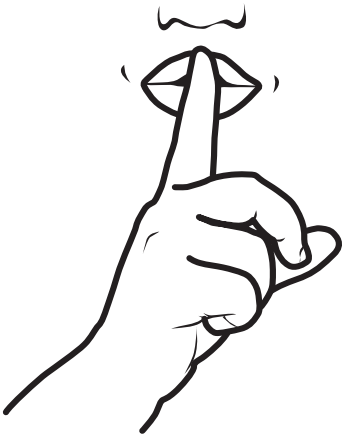
mystery
clue
crime
banana
solve
crime
detective
police
suspect
crime
lab
crime
victim
pineapple
hunch
crime
motive
clue
crime
investigate
clue
banana
crime

Active Listening Position

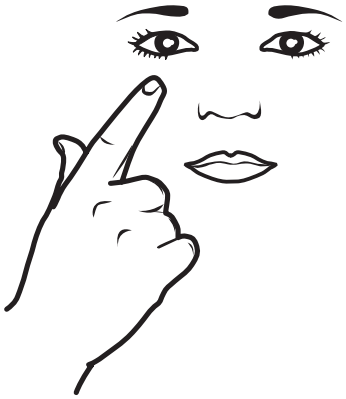
Sit Still



Don't Talk



Look at the Speaker



Hands on Lap

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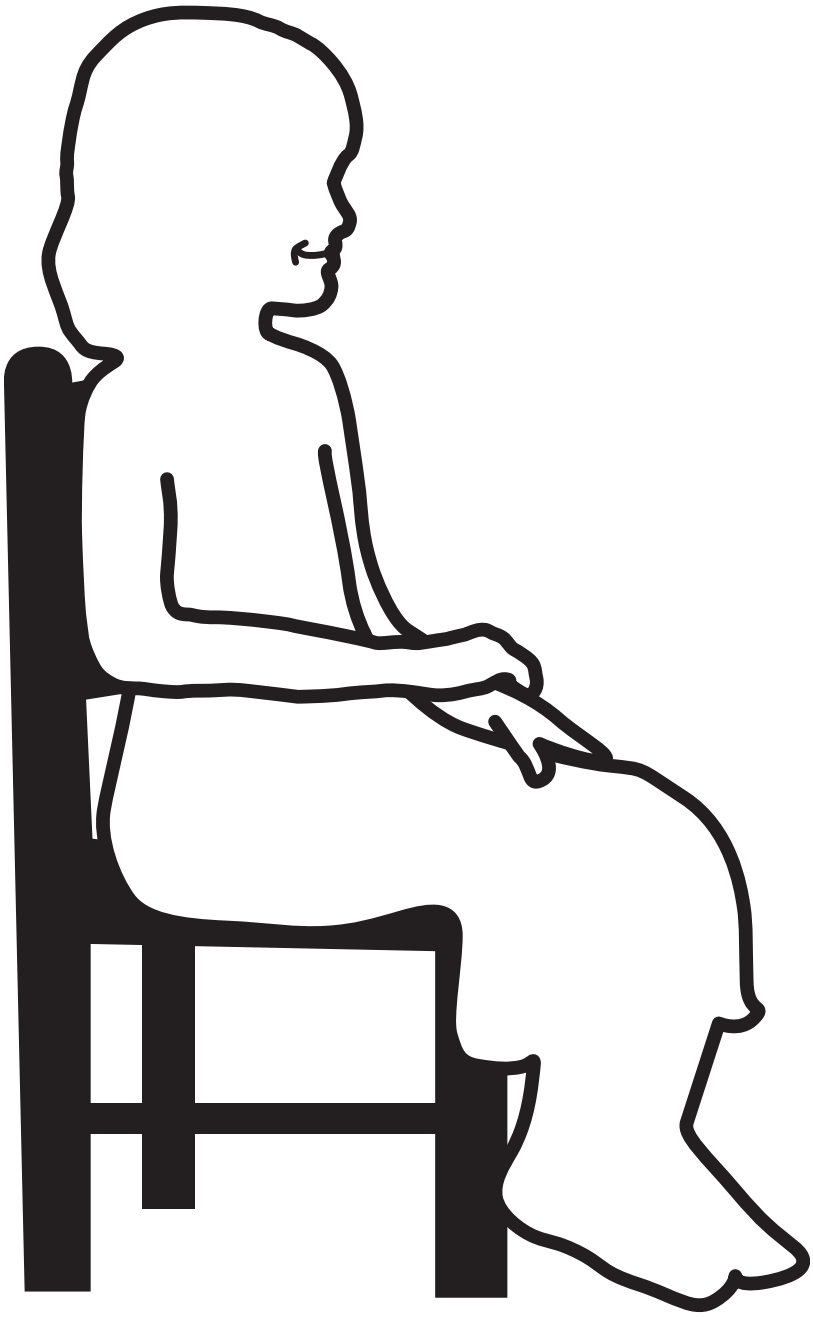
Sit Still



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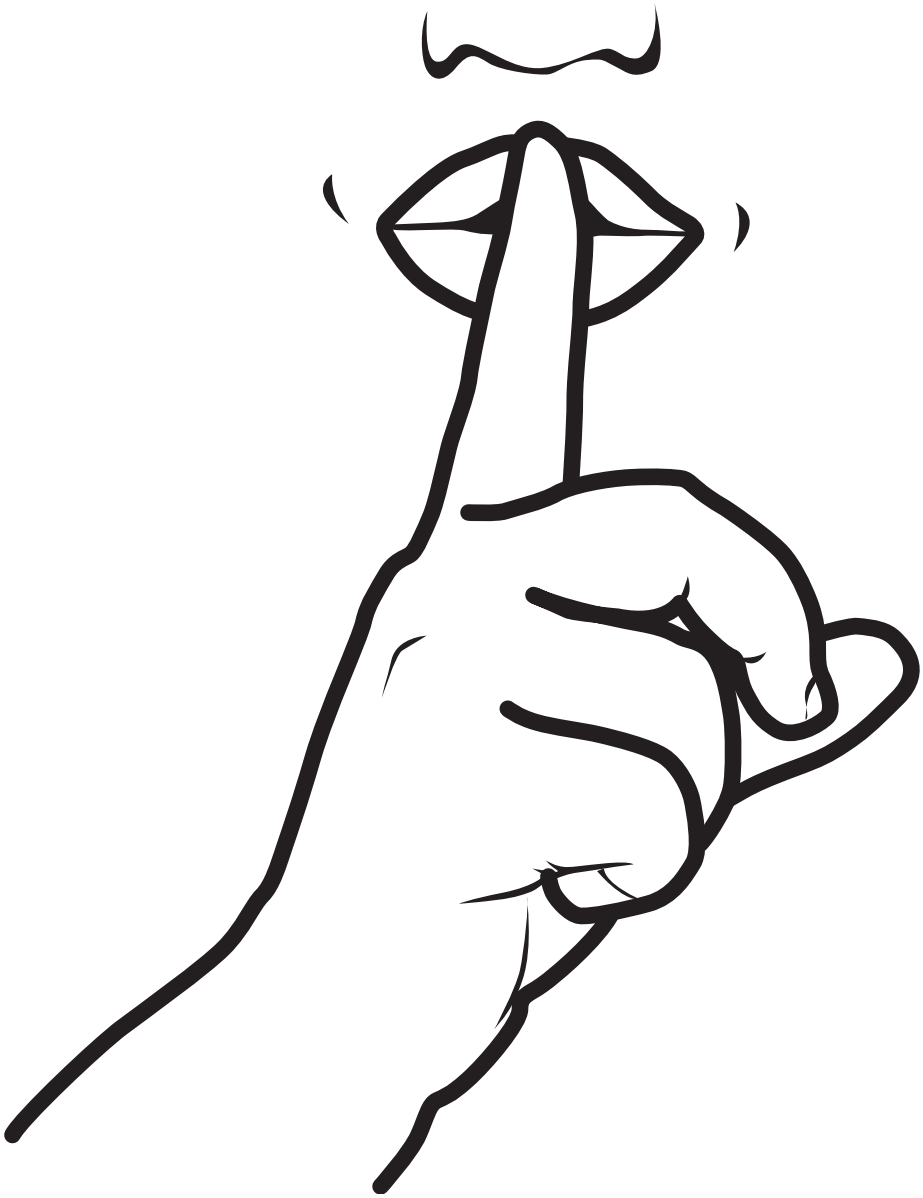

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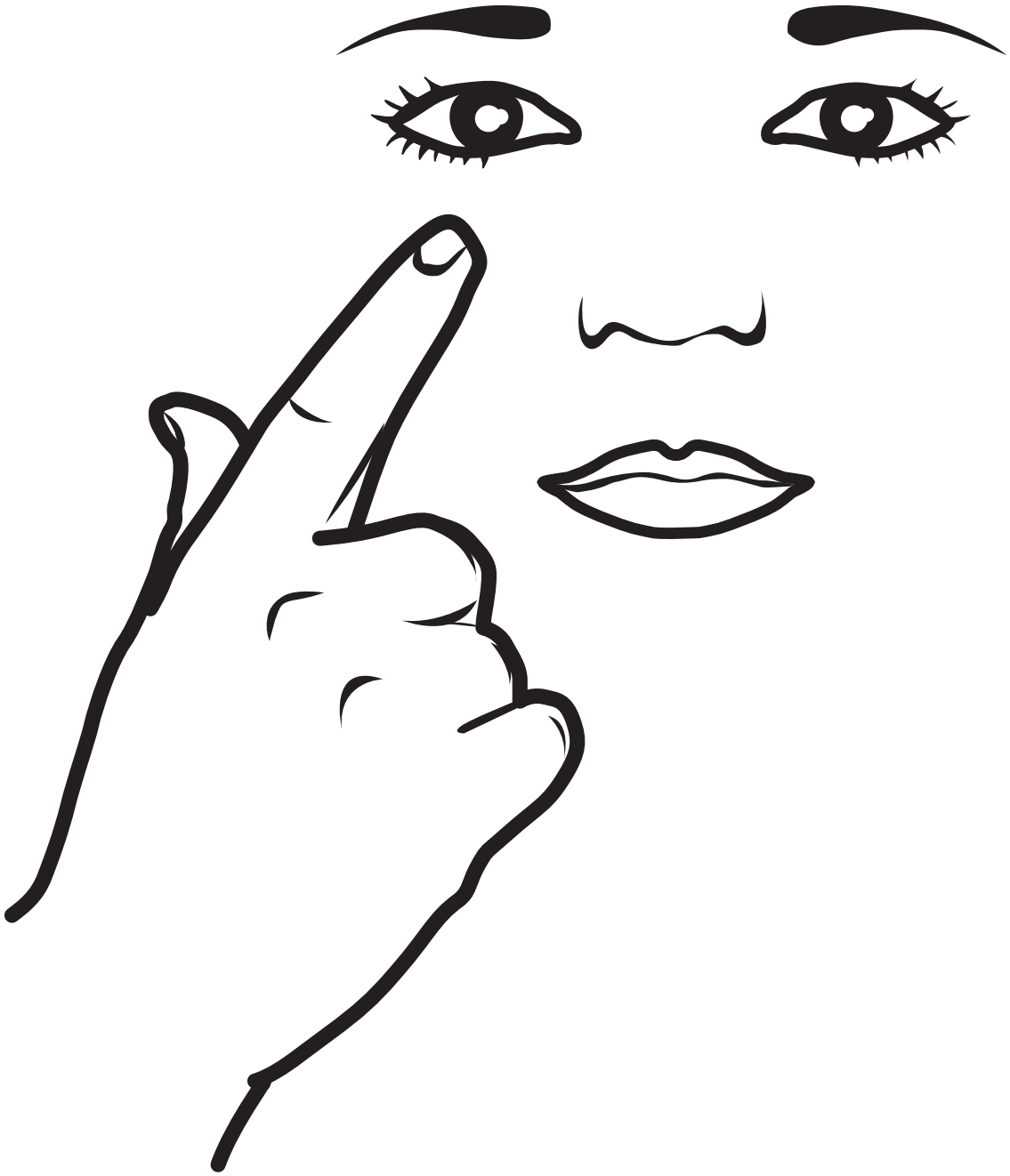
Look at the Speaker



Hands on Lap

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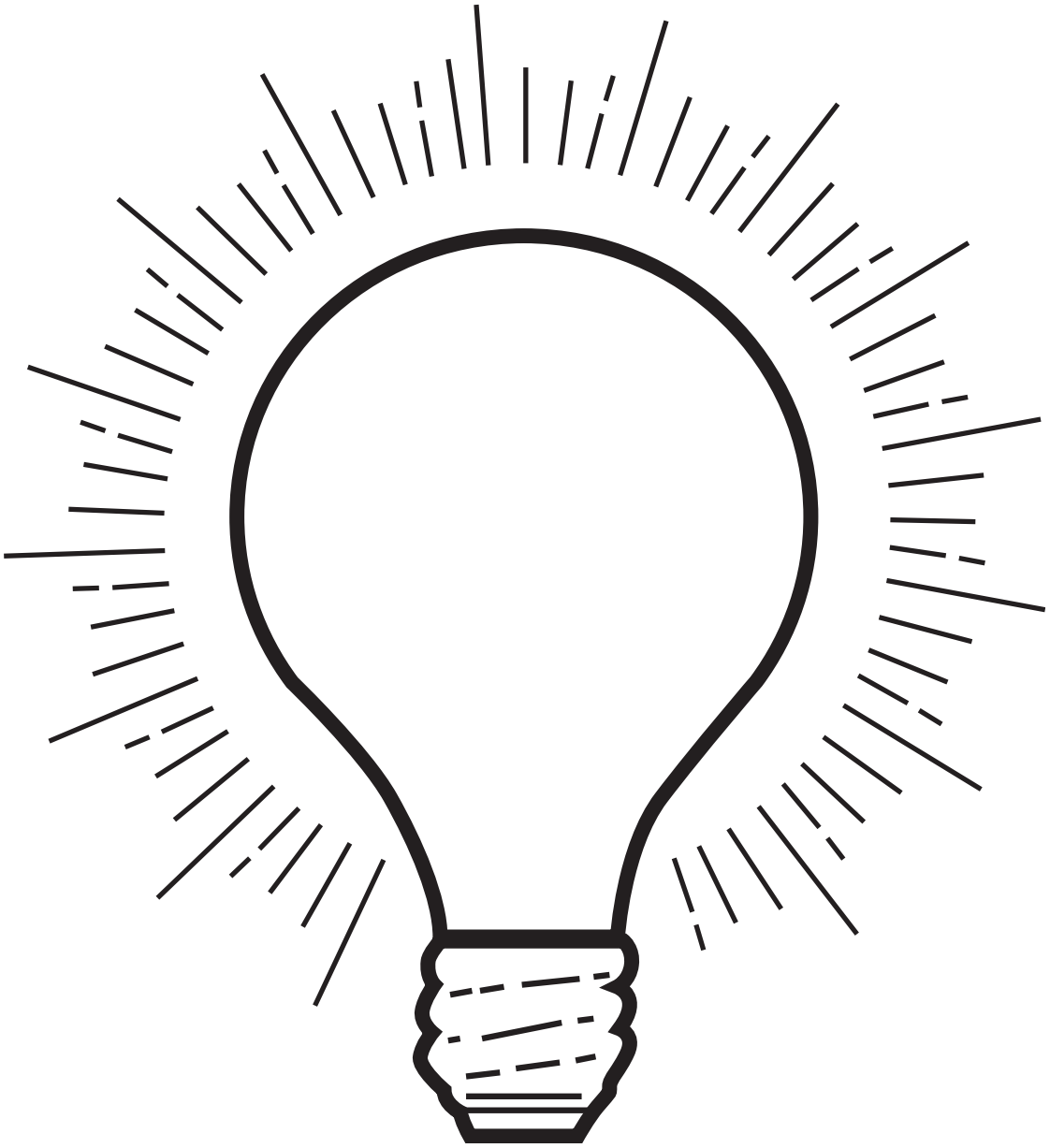
Concentrate



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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Asking Questions & Paraphrasing

Outcomes Children will behave in ways that promote successful interactions with others.

Indicators Analyse the components for effective listening. Increase accuracy of aural comprehension. Develop increased team cohesion.

BENCHMARKS

Children will:

- Discuss identify the difference between open and closed questions
- Discuss how paraphrasing content depends on listening accuracy
- Participate in an activity that demonstrates the effectiveness of paraphrasing.
- Identify four listening skills:
  a. Active Listening Position
  b. Concentration
  c. Asking Questions
  d. Paraphrasing

ASSESSMENTS

- Written paraphrase

Materials

FOR THE TEACHER

Listening chart
People by Peter Spier
Open / closed questions poster
Asking Questions & Paraphrasing icons
Copies of homework

FOR THE CHILDREN

Counters and cups for bonus points
Team Score Sheet
Writing materials

Getting Started

• Have all children sitting in teams.
• Have Team Score Sheet out for each team.
• Use Numbered Heads to divide teams into pairs.
• Have cups for bonus points out on every table.

Active Instruction

- Review listening skills learned.

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

  - Listening Position
  - Concentration

- *Today 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 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.

S h a r e d T e x t

*I will read the rest of the **People** book. While I read, I will ask you to create both factual and feeling paraphrases for characters in the story.*

Read from page 15 to the end of the book. Ask questions giving teams time to discuss answers. Use Numbered Heads to elicit team responses.

Page 19: Give a factual paraphrase of how and why people eat differently.

Not everyone likes to eat the same things
What some people like others might hate
Some people are not allowed to eat certain foods

Page 23: If you were going to do a feeling paraphrase about the fact that some people are rich and others are poor, what would it be?

Some people might think it is unfair
Some people might not like being poor
Some people might not care about the poor if they are rich

Page 25: Give a factual paraphrase about spoken languages.

There are 201 main languages spoken
Deaf people speak through sign language
There are dialects spoken as well as languages

Page 37: If you were going to paraphrase how the author feels about the fact that we are all so different what would you say?

He is glad that we are all different as it makes life more interesting.
He would not want us all to be the same as that would be very boring.

In your teams, create a whole book paraphrase. Start with the phrase, This book was about…….. Remember you can summarise and shorten the book so long as you preserve the main idea.

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REVIEW

- Have children record a factual paraphrase for the whole story.

- Read paraphrase on pages 35 and 37 of the book.

  It is a good thing that people around the world are different as life would be very boring if we were all the same. We all have something different to offer.

Discuss whether or not this is a good paraphrase and why.

- Remember - Paraphrasing may seem awkward at first but the more you practise the more skilled you become.

- Sum up the two days activities by reviewing the Active Listening poster.

- Assign homework.

Extension Activities

Have children paraphrase famous stories or story lines.

Name_____

Homework: Asking Questions and Paraphrasing.

Interview a family member about their favourite T. V show. Use at least two closed questions and two open questions. Paraphrase this person's answers and write them down. Try to include both a factual and a feeling paraphrase.

_____

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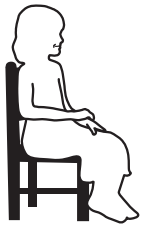
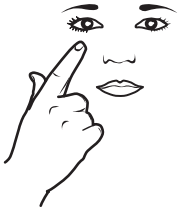
Active Listening Skills

Sit Still



Hands on Lap

Look at the Speaker



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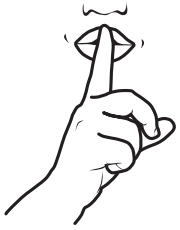
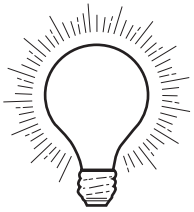
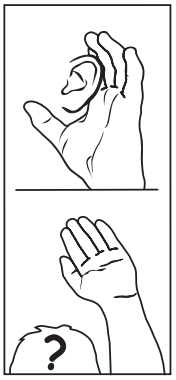


Concentration



Asking Questions



Asking Questions

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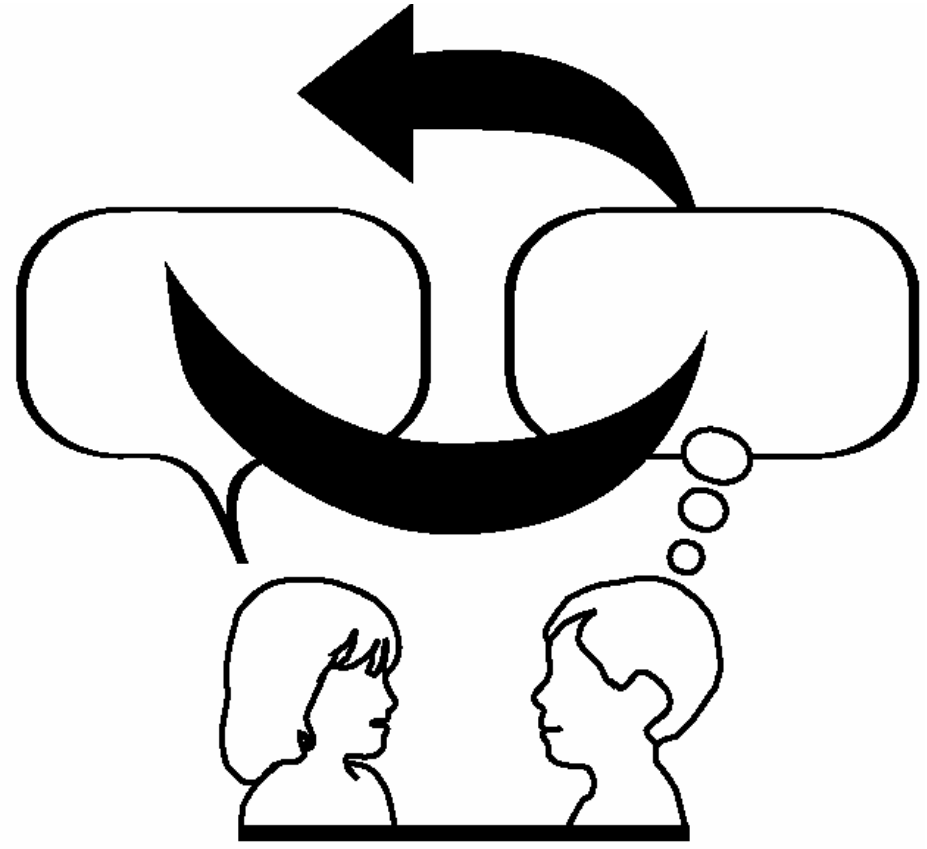
Paraphrasing



Conflict Elevator

Outcomes

Children will behave in ways that promote successful interactions with others.

Indicators

Children will understand the dynamics of conflict.

BENCHMARKS

Children will:

- Define conflict
- Identify origins of conflict.
- Identify Conflict Elevators

ASSESSMENTS

Complete a graphic organiser to record the sequence of an elevating conflict.

Materials

FOR TEACHER

The Angel of Nitshill Road by Anne Fine, pages 7 – 21

Conflict Elevator poster

FOR CHILDREN

Conflict Elevator handout

Writing Materials

Advance Preparation

Copy Conflict Elevator poster and handouts

Teaching the Lesson

Active Instruction

The Angel of
Nitshill Road
by
Anne Fine

Many times when we have a conflict, we become angry. 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.

Today we are going to learn some Stop and Stay Cool strategies to use when we get angry. These strategies allow us time to regain control and make good decisions.

Discuss the different ways the children know how to Stop and Stay Cool. Write these on the classroom chart paper.

Examples include:

- Count to 10; relax (Use the Stop and Stay Cool steps.)
- Take a break.
- Self-talk (statements that someone can make to themselves to cool down and gain control).

Review the physical signs of anger for the children. Highlight that the children need to become adept at recognising these physical signs. Stop and Stay Cool strategies can be used anytime someone becomes aware of feeling the physical signs of anger.

Show the children the Stop and Stay Cool steps. Walk through each step.

A conflict is like a lift. It can go up or down. Sometimes things happen that can make a conflict worse and you ride up the elevator. Other times you can do things to decrease the conflict and ride down the elevator. What do you think makes a conflict go up or down? Behaviour - everything you do or say>

Show poster.

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Shared Text

Today we will read a story about a conflict that really gets blown up so that the situation gets out of control.

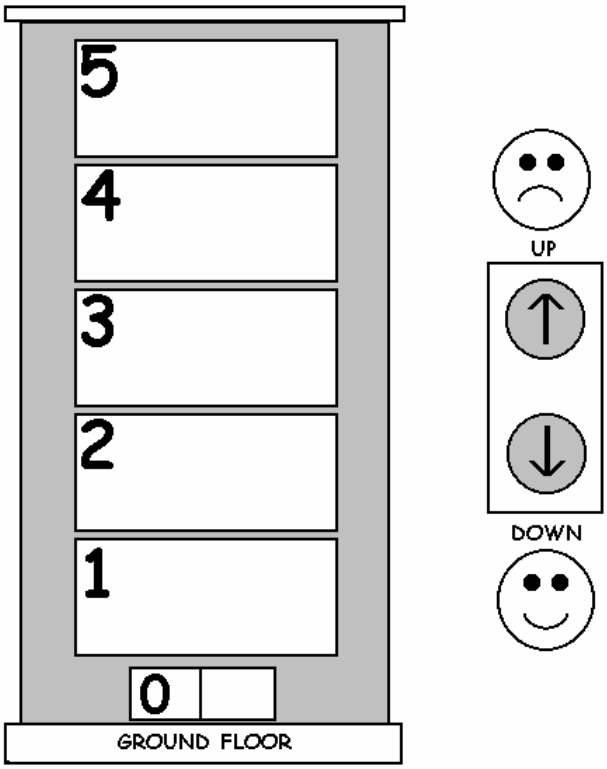
Show children the cover of the book and have them guess what this story will be about.

Read story to page 21. Explain that the first chapter introduces the characters and the story. We are really interested in the story as a problem situation develops in chapter 2. Read only half way down page. 21. End at the sentence "Who did that?"

Teamwork

- Have each team fill out a conflict elevator sheet. On each line children should record events in the story that elevated the conflict. Have children record on the back of the sheet, one thing that Mark or Barry could have done to decrease the conflict and go down the conflict elevator.

- Have teams report their ideas and record them on an overhead of the Conflict Elevator form.



Sample Conflict Elevator

- Ask what elevated the conflict. Talk through strategies to avoid these conflicts in the first place and what were the stages of raising the conflict.

- Ask if Mark could have done anything to go down the Conflict Elevator. <He could have sought help>

- Have teams share their solutions to the conflict.

REVIEW

- What were the stages that took Mark up the Conflict Elevator? Have children discuss this or write in journals.

- Is trying to be fair important to avoid going up the Conflict Elevator?

- Assign homework.

Extension Activities

Use the Conflict Elevator poster to discuss conflict in other novels or current events in the world.

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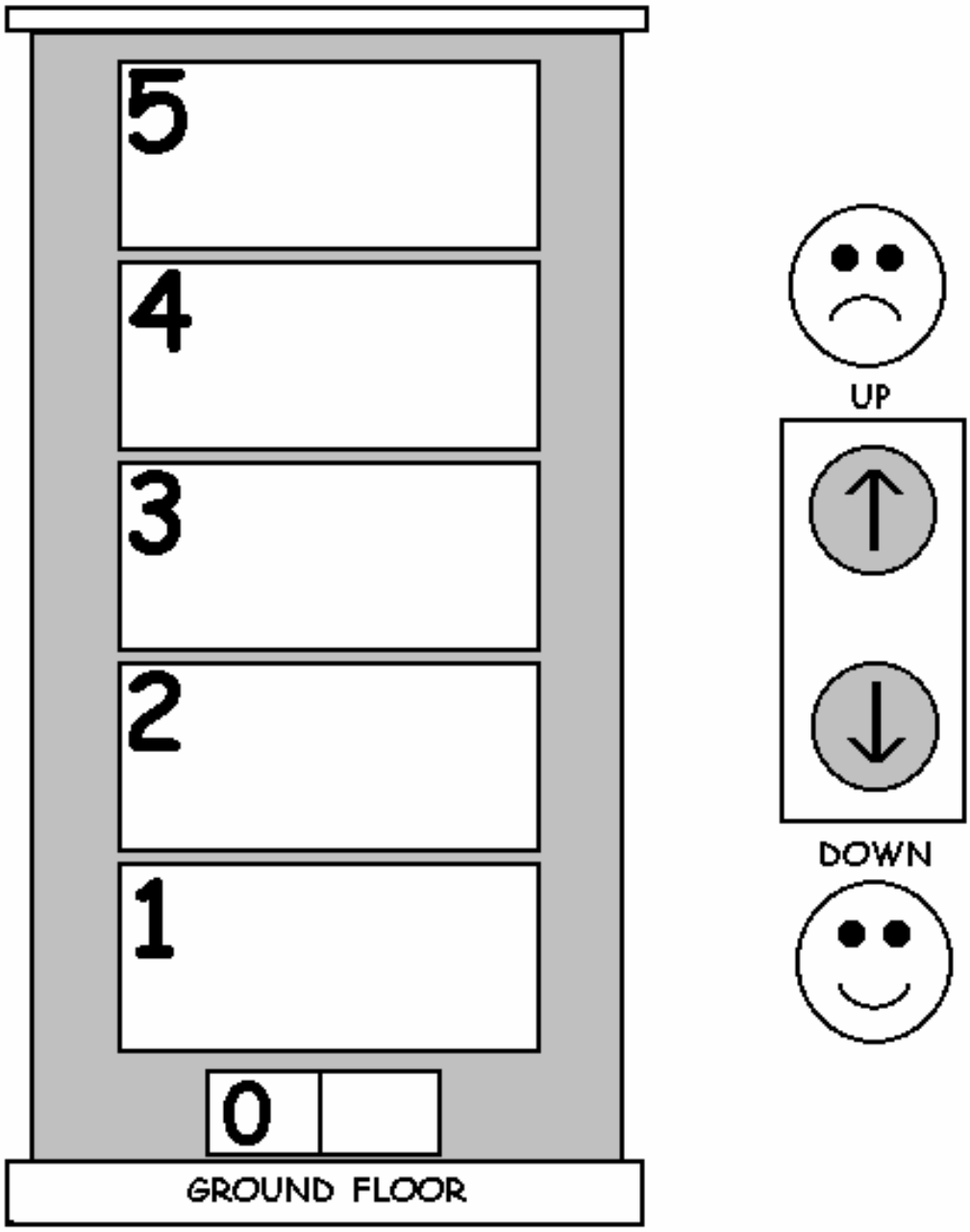
Name_____

Homework: Conflict Elevator

Create a cartoon that reflects your prediction of how the conflict between Barry and Mark will end.

Conflict Elevator



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I Feel Like I am Losing Control.

Stop!

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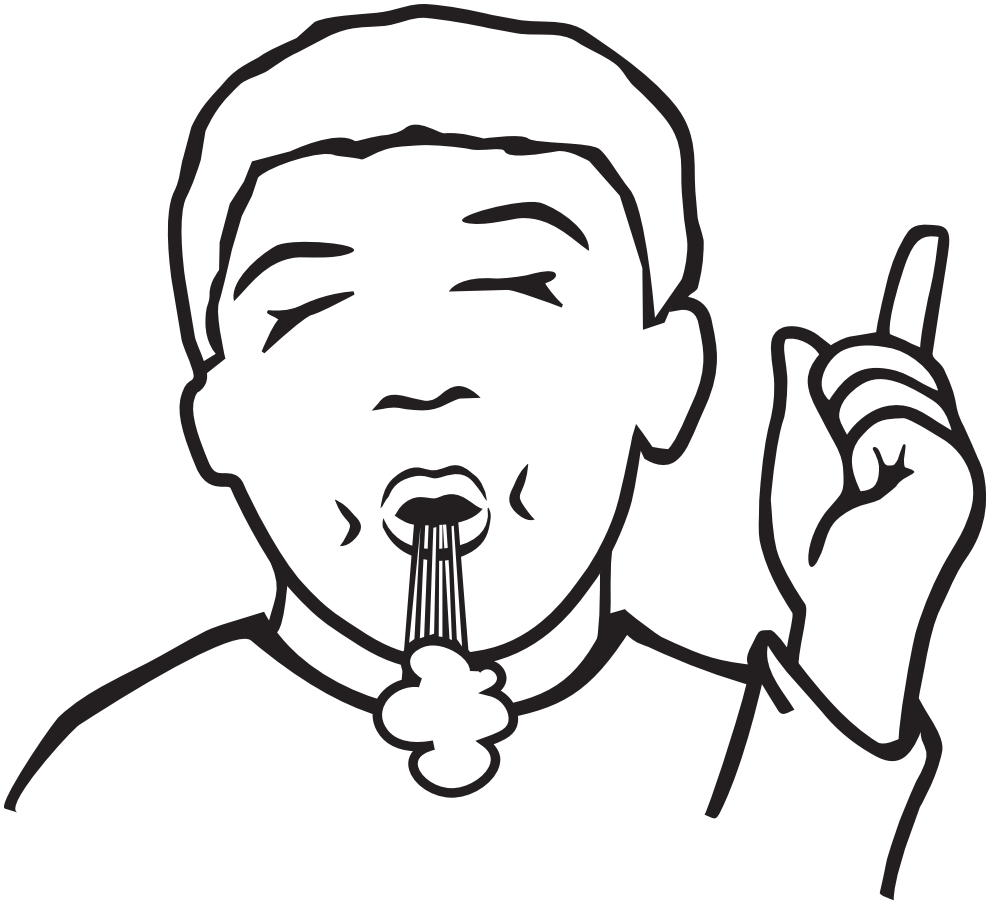
Stay Calm.

Breathe in.
1-2-3-4-5
Breathe out.



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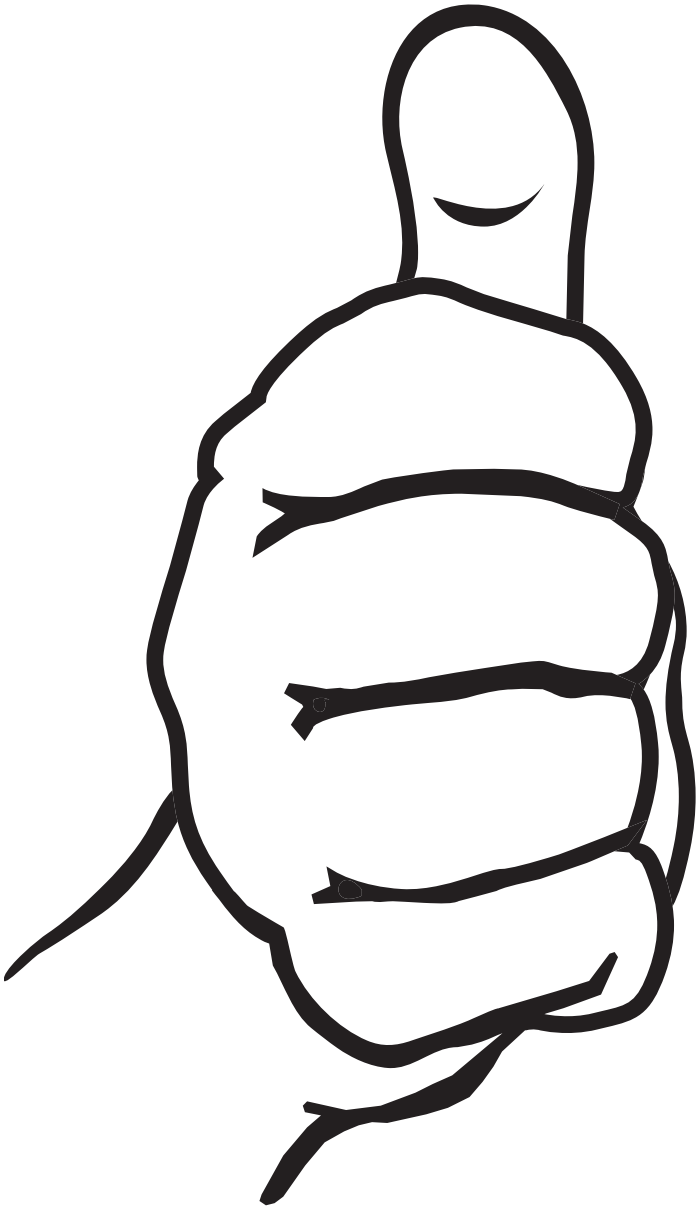
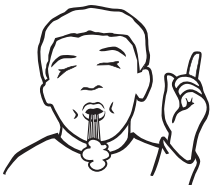
I am Cool!



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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Roadblocks to Conflict Resolution

Outcomes Children will behave in ways that promote successful interactions with others.

Indicators Children will understand the dynamics of conflict.

BENCHMARKS

Children will:

- Identify roadblocks to conflict resolution

.

Materials

FOR THE TEACHER

The Angel of Nitshill Road by Anne Fine

Roadblocks classroom poster

Chart paper or overhead transparency

FOR THE CHILDREN

Cards showing individual Roadblocks

Teaching the Lesson

Advance Preparation

Have Roadblocks to Conflict Resolution posted.

Put-Downs
Jumping to Conclusions
Name Calling
Making Excuses
Threats, Hitting
Not Listening
Getting Even
Blaming

Active Instruction

The Angel of
Nitshill Road

by
Anne Fine

Say: *Today we are going to read another episode from the story of* ***The Angel of Nitshill Road*** *by Anne Fine.*

Have children make predictions about what will happen in the story.

Have children define "bullying." If someone is a bully, can this cause a conflict? < Yes >

Discuss that there are Roadblocks to solving problems that make conflicts worse. These Roadblocks cause people to go up the Conflict Elevator. Review the Roadblocks chart. Discuss how important it is to identify and avoid Roadblocks that make conflicts worse. In this story, Barry does several things that are Roadblocks to solving conflicts.

Read from pages 48 – 56 Stop after "She ought to be locked up."

Ask children to identify the Roadblocks that they think Barry used. Record on chart paper or overhead.

- <Putting down – talking to Mark as if he were a baby (saying sweetie)>
- <Threatening – catching him by the arm and swinging him round, tripping him up>
- <Jumping to conclusions – Mark is not normal>

Review that Barry was not being fair and used many Roadblocks to resolving

his friendship with Mark.

Refer to the Conflict Elevator – how do Barry's actions help to send Mark up the Conflict Elevator. Ask the class how many children would want Barry as a friend? <Not many.> What makes you think he would not be a good friend? <He hits, he threatens, he mocks.>

Summarise that being a good friend or teammate involves avoiding the Roadblocks.

Teamwork

- Say: *In this classroom, we try to resolve problems peacefully. One important way to avoid making conflicts worse is to not to use Roadblocks. A first step in being able to avoid Roadblocks is to be able to identify them. Each team has a card with a Roadblock written on the card. Do not show this card to any other team.*

- Have each team take 5 minutes and create a skit that illustrates the Roadblock on their card.

- The teams will then act out the skit. The rest of the class must guess what the Roadblock is.

- After each skit ask the class what the children in the skit could have done to go down the Conflict Elevator and avoid using Roadblocks.

Time for Reflection

- Review with the class that angry feelings are natural and normal. We have choices about what we do with those angry feelings. Stress that in this class we will learn some strategies to reduce conflict.

- Have children record a time when one of the Roadblocks caused them to go up the conflict elevator.

- Assign homework.

Extend and Connect

- Make signs for "No Roadblocks" to post around the school.

- Write a message about avoiding Roadblocks to read during the school assembly.

Name_____

Homework: Roadblocks

On T.V. people often do not solve problems well. Many characters use Roadblocks routinely. Complete the following chart for at least one T.V. show and bring into class.

T.V. Show	Roadblock	Result

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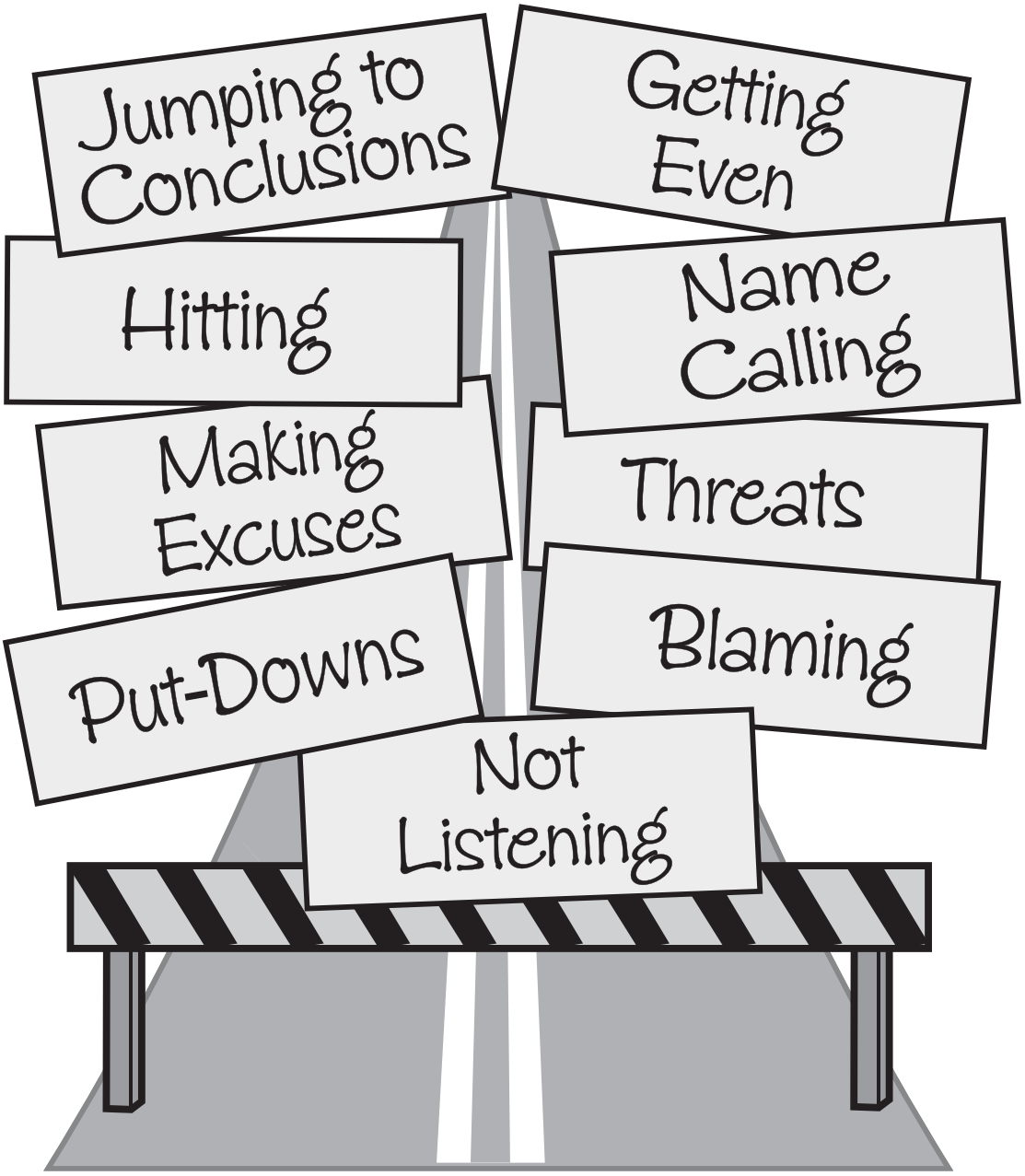
Roadblocks


Jumping to Conclusions
Getting Even
Hitting
Name Calling
Making Excuses
Threats
Put-Downs
Blaming
Not Listening

Talking It Out- "I" Messages

Outcomes

Children will behave in ways that promote successful interactions with others.

Indicators

Children will demonstrate co-operative behaviour and problem-solving skills.

BENCHMARKS

Children will:

- Be able to create "I" Messages

ASSESSMENTS

Journal entry

Materials

FOR THE TEACHER

Chart paper
Class poster of "I" Messages
The Angel of Nitshill Road by Anne Fine

FOR THE TEAMS

"I" Messages scenario cards

Teaching the lesson

A c t i v e I n s t r u c t i o n

Say: *Over the past week we have been working on ways to become great team members. When we have a problem, there is certain way we want to Talk It Out and avoid escalating the problem.*

The first step in talking it out is to create an "I" Message.

My Feeling	**Behaviour**	**My Perception**
I feel	when you	because it seems
1 feel angry	when you call my mother names	because it seems as if you don't care about me
1 am sad	when you do not listen to me	because it seems like you don't respect me

Display the class poster of *"I"* Messages.
Discuss that 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 is explaining his/her own feelings about someone's behaviour.

Feelings

Emphasise that the feeling must be a feeling, not an action or opinion.
I am going to say several "feelings." Talk with your team and stand up as a team if you think what I said is really a feeling.

- *I feel like hitting you.* <No.> *What might the feeling be?* <Anger>
- *I feel like dancing.* <No.> *What might the feeling be?* <Happiness>
- *I feel surprised.* <Yes>
- *I feel frustrated.* <Yes>
- *I feel like screaming.* <No. *It's a behaviour not a feeling.*>
- *I feel irritated.* <Yes>
- *I feel like ignoring you.* <No. What is the feeling that results in the behaviour of ignoring?>

Behaviour

Emphasise that the behaviour must be a behaviour (something that you can see, hear, or feel).
It must be specific. What if I said, "I get angry when you act like a fool." Is that a clear behaviour? <No, not specific.>

I am going to state several "behaviours." Discuss these behaviours with your team.
Stand up as a team if you think I am saying a specific behaviour.

- *When you grab my pencil* <Yes> *When you are lazy* <No, opinion not behaviour>
- *When you push me* <Yes>
- *When you give me sweets*<Yes>
- *When you fool around* <No, not specifio
- *When you bug me* <No, not specific enough>

A perception is an opinion. It is not the truth. You are sharing this information with the person to check out whether your perceptions are accurate.
It is likely that the other person is unaware that you see the discussion this way.
Can anyone complete this "I" Message:

- I feel angry when you talk behind my back because it seems....
- I feel happy when you share your ice cream because it seems like....
- I feel sad when you don't talk to me because it seems like....

It is okay to use just the first two parts of an "I" Message if you do not have a perception that you want to share. You may prefer just to make a request I would like… .instead of a perception.
Positive "I" Message will increase the chance that a behaviour will be repeated.

I feel proud when you help your sister, because it seems like you are a good helper.>

Give several positive "I" Messages to the class.
<I feel happy when you listen so well because it seems like you are interested in the class.>

The Angel
of
Nitshill Road
by
Anne Fine

READ THE STORY
Read from page 7 -13.
Ask the children: *What "I" message could Penny, Mark and Marigold give to Barry to stop him being so unkind."*

Ask the children to write an "I" Message for Marigold to say to Mr. Fairway about how she was feeling when she arrived at school.

Teamwork

- Give each team a set of scenario cards.
- Have each team create an *"I"* Message for each scenario.
- Use Numbered Heads for the team to report to the rest of the class on their "I" Messages.

REVIEW
Have pupils write an *"I"* Message for a character in one of their favourite books, or use a current reading book.

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"I" Message Scenario Cards:

Bill takes Susan's ball.	Sam did not return Sara's Book.
Tyrone went to the front of the queue at lunch.	Jack knocked Jason's books on the floor.
Jane called Kim a name.	Sally wouldn't share her book with Richard.

"I" Messages

Feeling	Behaviour	Request
I feel	when you, or when	I would like

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Footsteps to Friendship

Outcomes Children will behave in ways that promote successful interactions with others.

Indicators Children will understand the dynamics of conflict and will be able to identify a variety of solutions to conflict.

BENCHMARKS

Children will:

- Exhibit helpful and co-operative behaviour.
- Create "I" Messages for the story *The Angel of Nitshill Road*
- Choose a solution for a problem by following the Footsteps to Friendship

ASSESMENTS

Children will:

- Write "I" Messages to complete the Footsteps to Friendship.

Materials

FOR THE TEACHER
Paper & Pens
Think It Through
Footsteps to Friendship
Optional (Large Icons Included)
Large version of Footsteps to Friendship and Conflict Stoppers

FOR THE CHILDREN
"I" Message paper
Think It Through sheet
Footsteps to Friendship Sheet

Advance Preperation

Read the guidance for Footsteps to Friendship in the introduction to this manual.

Teaching the Lesson

Shared Text

Review some of the incidents in *The Angel of Nitshill Road.*

Say, *One problem that Mark, Penny and Marigold had in this story was their inability to tell people how they felt.*

One reason that we have worked on "I" Messages is that an "I" Message lets us tell people how we feel in a fair and honest way. Does anyone remember how an "I" Message goes? (Display chart.)

My Feeling	**Behaviour**	**My Perception**
I feel	when you	because it seems
1 feel angry	when you call my mother names	because it is as if you don't care about me.
1 am sad	when you do not listen to me	because it seems like you don't respect me.

In your teams, write an "I" Message that:

a. Mark would say to Mr. Fairway
b. Marigold would say to Barry
c. Penny would say to Barry.

Each team can do a different one.
Have the team spokesperson share their team "I" Message.

Introduce the Think It Through Sheet. Talk through the stages of thinking through the stages of a problem. Read pages 39-43.
Discuss with pupils:

What is the problem when Celeste sticks up for Penny (p.40)?
What would be a good "I" message for Celeste to say to Barry.
How do Barry and Penny feel?
How could Celeste have handled the situation differently?

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Show the Footsteps to Friendship Poster.

When we have a Circle Time we will discuss problems in a certain way. The goal of all our discussions is to end up in the Win-Winners Circle at the end of the ***Footsteps to Friendship****..*
This circle is called a Win-Winners Circle because the goal in this class is to solve problems in a way that makes everyone feel okay about the solution.

Sometimes when people have conflicts, one person wins and another person loses.
For example, if Billy wants Tommy's ball and he takes it, Billy might like that solution, but Tommy does not. This is a win-lose solution.

Other times we have conflicts and both people lose. For example, Susie and Ginny want to be the first in the dinner queue. Ginny and Susie get into a fight at the beginning of the line and the teacher keeps both girls in for detention. Ginny and Susie both lose.

We want to solve problems so both people win.
Have each team come up with a win-win solution for both examples.

Can you think of a win-win solution for Billy and Tommy?

Can you think of a win-win solution for Susie and Ginny?

The end of our Footsteps to Friendship is therefore called the Win-Winners Circle because you only win if both people feel okay about the solution.

Before starting the Footsteps to Friendship all parties should complete a Think it Through Sheet.
Next, the pupil who initiated the process will state the problem using an "I" Message, the first step on the Footsteps to Friendship.
The other pupil repeats the "I" Message.

NOTE: At each step of the Footsteps to Friendship the class must decide whether the players should move on to the next step. They do this by giving a thumbs up or thumbs down.

Class Councils need to ensure the "I" Messages are good, and the solutions are win-win.

Once they have decided on the problem, each pupil must suggest a Conflict

Stopper (from the Think it Through sheet) that would be a solution to the conflict.
The class should also suggest a Conflict Stopper.

The pupils select one of the suggestions and then move to the Win-Winners Circle. Pupils are applauded by the class.

Problem-solving is hard work and we all want to cheer on people who are coming up with good win-win solutions to problems.
If there are two problems involved, before the first pupil can cross into the win-winners circle, the second pupil goes through the same process from the beginning.

After **both** pupils have come up with a win-win solution, then they can cross into the Win-Winners Circle.

Teamwork

Choose a volunteer to pretend to be Celeste and one to be Barry. Role play them both going through the Footsteps to Friendship.
(Teacher should lay out the Footsteps to Friendship on the floor if possible, for the pupils to follow.)

Choose volunteers to role-play Penny and Celeste using the Footsteps to Friendship when Penny is hurt by Celeste's comments.

Time for Reflection

- Have pupils write about a time they could have solved a problem differently.
- Explain the problem and solution chosen and then tell what solution could have been chosen to solve the problem better.

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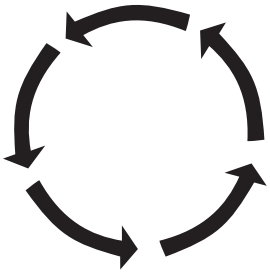
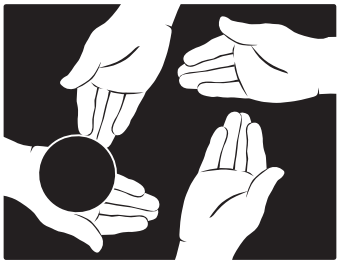
Conflict Stoppers



Share

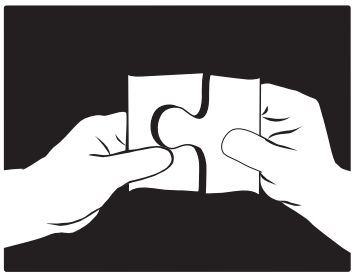


Take Turns

Apologise

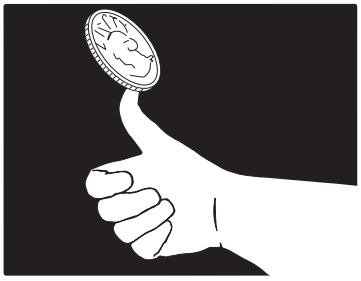
Ignore

Make Amends

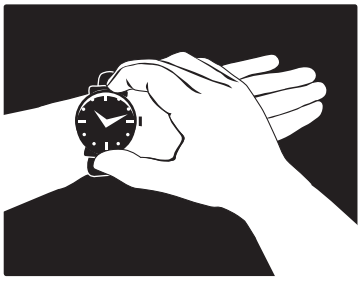


Compromise

Laugh It Off



Flip a Coin

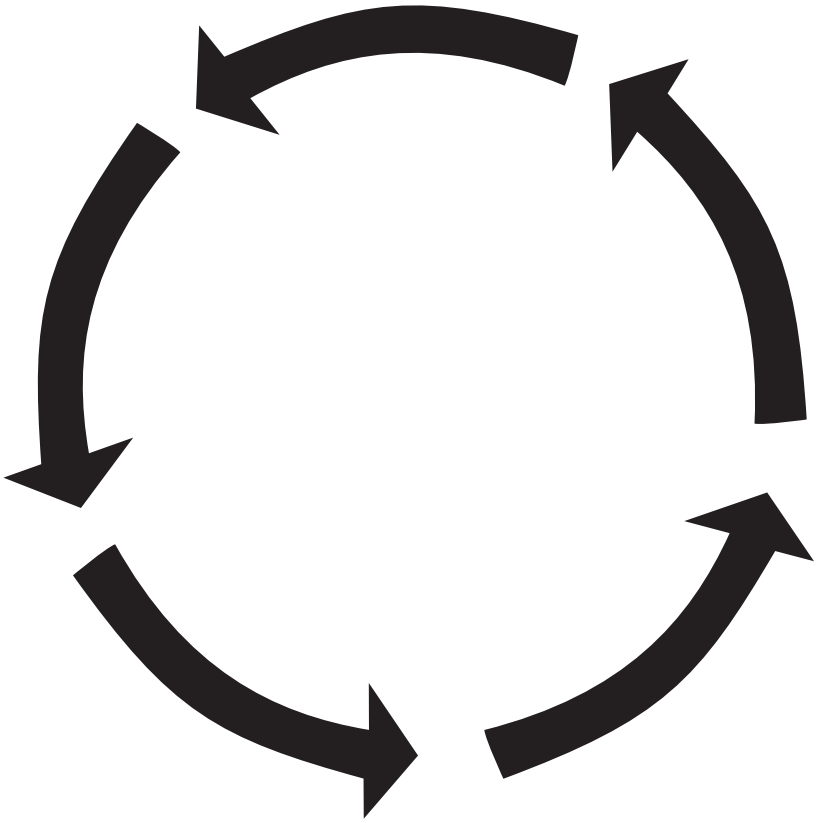


Wait Until Later

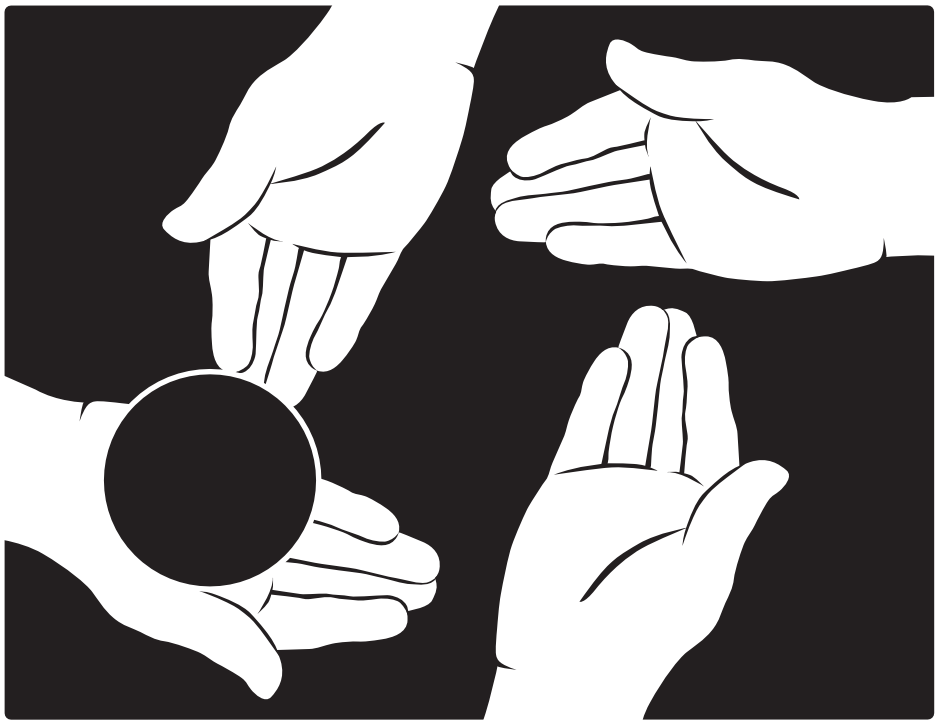
Get Help

Talk it Out

Share



Take Turns

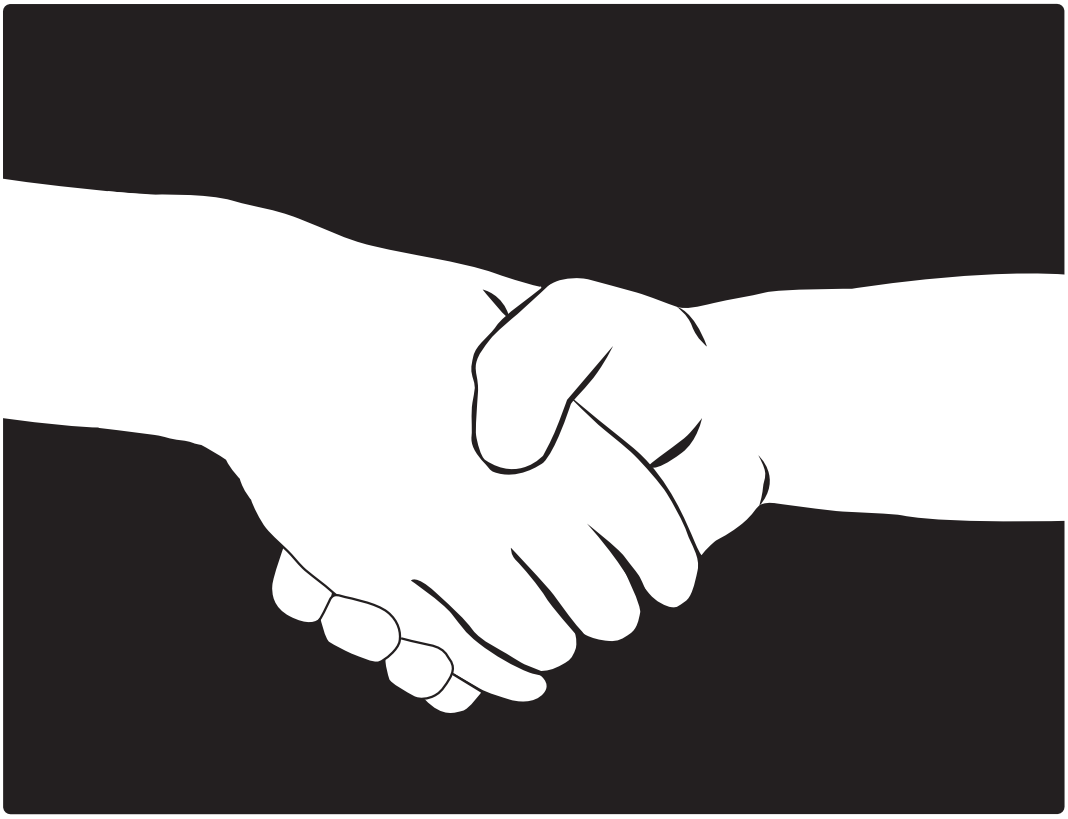


Apologise

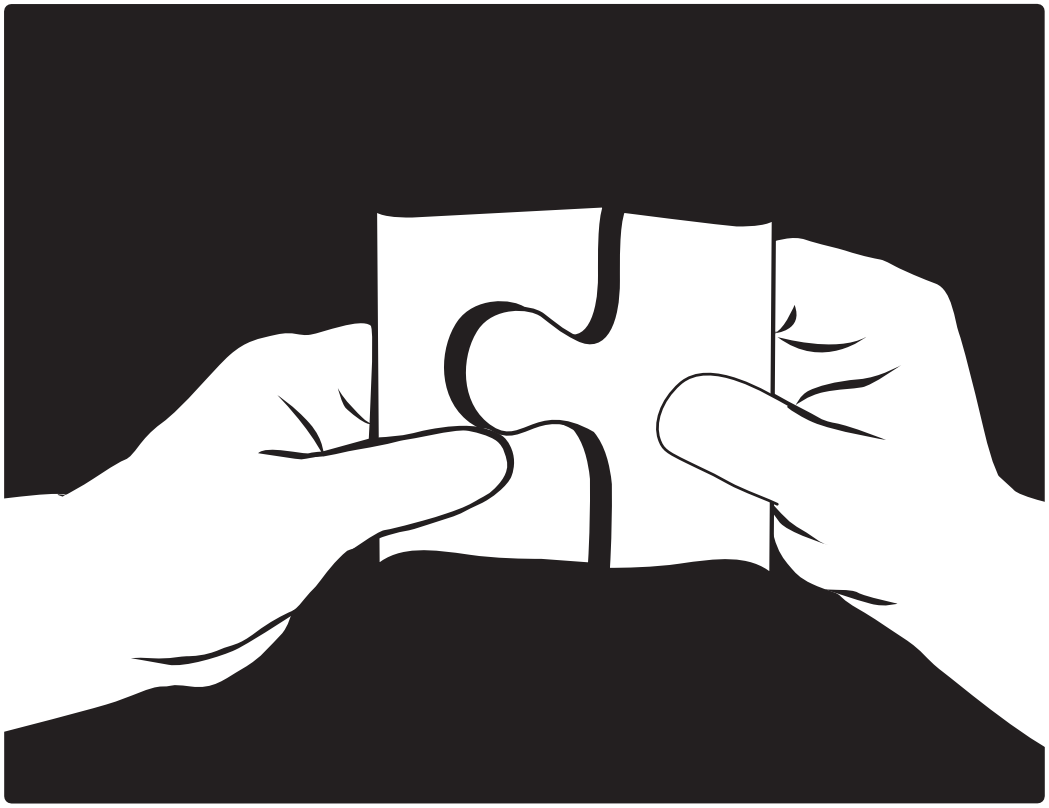
Ignore

Get Help

Make Amends

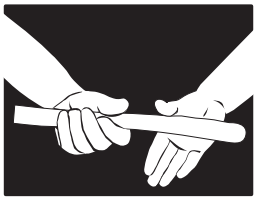


Compromise



Think It Through

Conflict Stoppers



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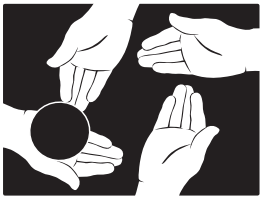

Take Turns

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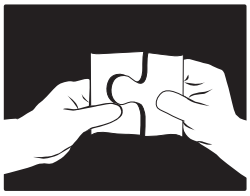


Compromise

What is the problem?

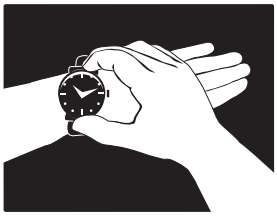
What is my "I" Message?

How does the other person feel?

What could I do differently to solve the problem?

Laugh it Off

Flip a Coin

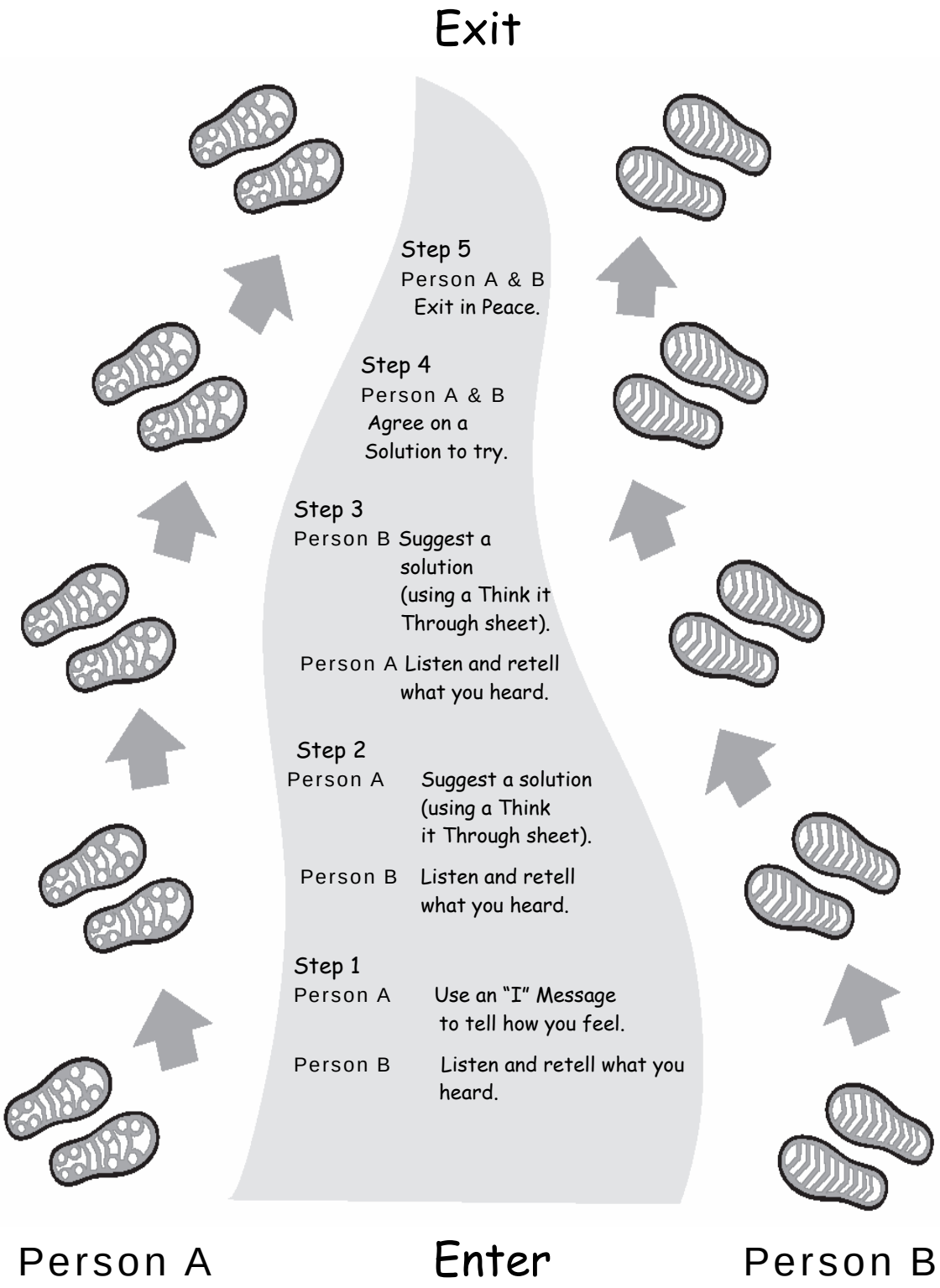


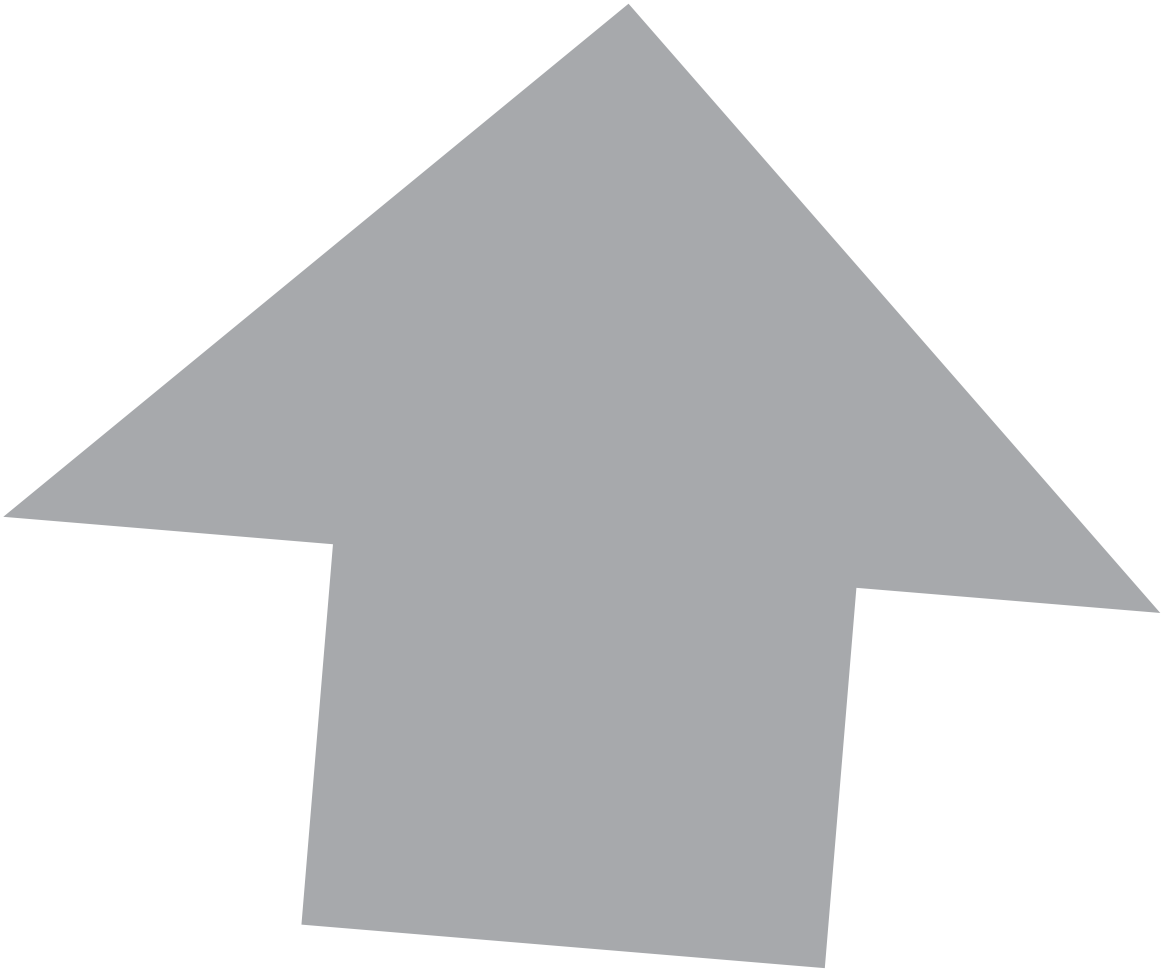
Wait Until Later

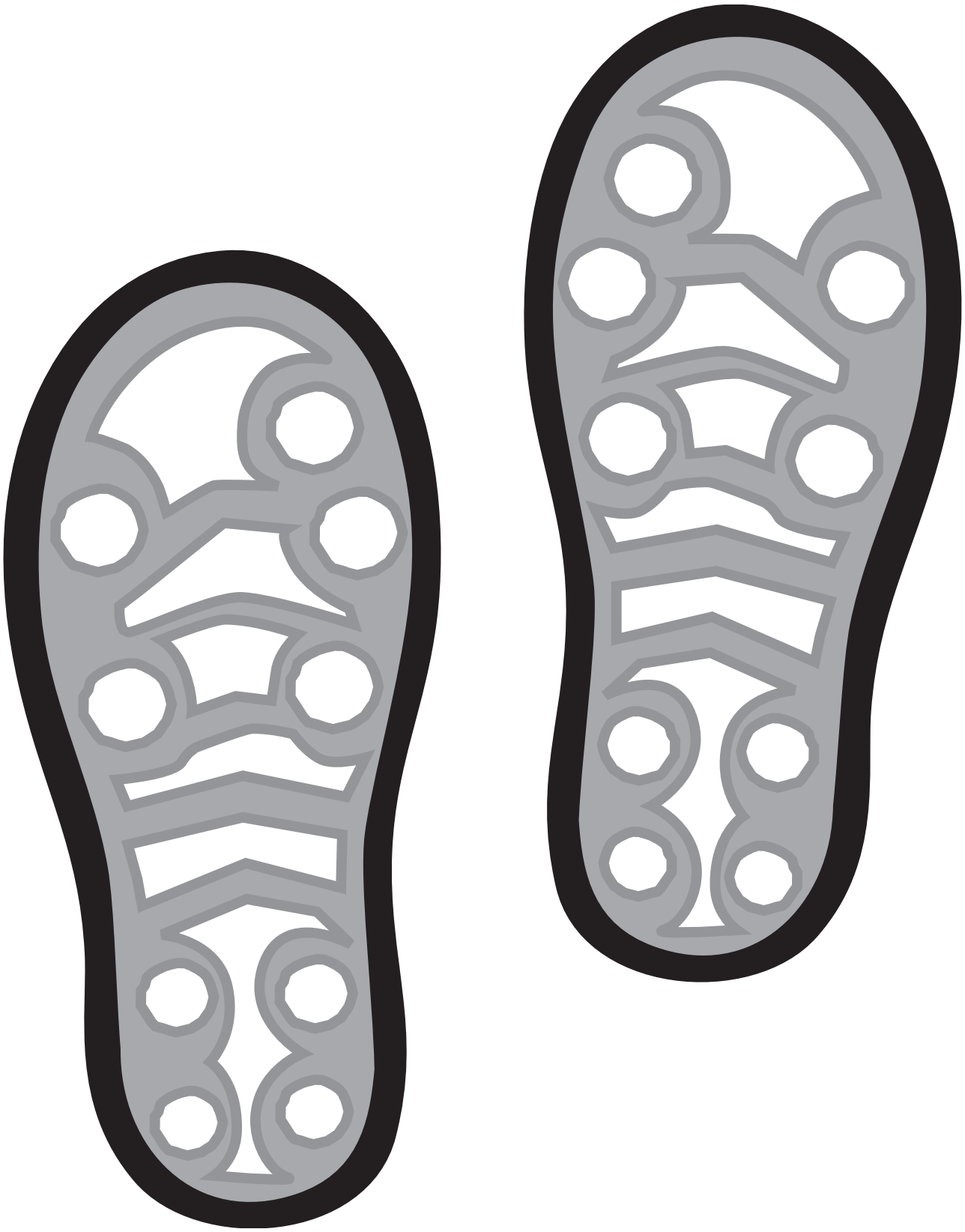
Get Help

Talk it Out

Footsteps to Friendship







STEP 1:

RED Use an I-Message to tell how you feel.

BLUE Listen and retell what you heard.

STEP 2:

RED Suggest a solution. (Think it Through)

BLUE Listen and retell what you heard.

STEP 3:

BLUE Suggest a solution. (Think it Through)

RED Listen and retell what you heard.

STEP 4:

RED Agree on a solution.

BLUE Agree on a solution.

STEP 5:

Shake hands and exit in peace.