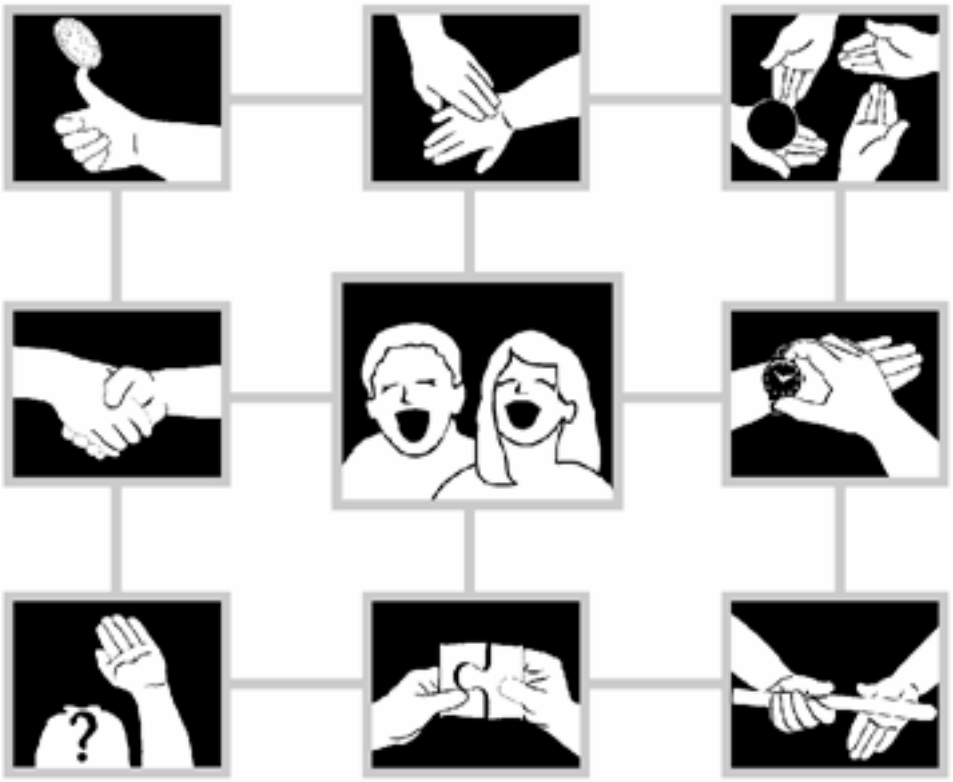
Getting Along Together



Year Four

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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

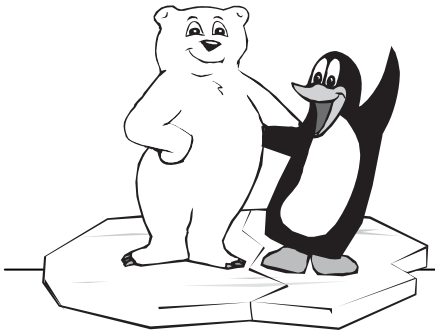
Practice situations can be taken from novels, stories, videos, films, TV, real-life examples, scenarios and plays written by children. However, in the initial practice sessions, it is advisable to start with "neutral" material that doesn't identify or point fingers at any of the children.

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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This lesson is designed to be done on the first day of school. It 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 others.

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

BENCHMARKS

- Develop team cohesion
- Appreciate individual differences

Materials

FOR THE TEACHER

Chart Paper
Pens

FOR THE TEAMS

Animal pictures to mark tables (optional)

FOR THE CHILDREN

Animal pictures (4 or 5 pictures of same animal depending on size of teams.)

Teaching the Lesson

Setting the Stage

Today we will talk about creating a caring classroom community.

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.

STORY INTRODUCTION

Choose a story to read to the children from the range of PSHCE books in school. Choose a story that is about friendship or children who may be different but get along together.
Look at this book's cover. What do you think this book will be about?"

READING THE STORY

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

Also ask the children questions about how the characters are the same or different, about their feelings and how they get on with each other as friends.

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Active Instruction

1. Give each child a piece of paper with the picture of an animal on it. (Have four pictures of the same animal.) Have the children get up and make the sounds of that animal (if you are brave enough) or find the other children with the same picture. Children will locate three other people who have the same animal picture.
   (If the class does not divide evenly into fours some teams may have five members.) Once they have located their team, children will sit with their team members. (Teachers can mark tables with an animal picture so children know at which table to sit.)

Teamwork

Have children divide into pairs. Do an introductory activity. Some ideas are:

- 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.

- Introduce your partner to the team.

- Do Inside-Outside circle. Place a large 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 our story, 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 cartoon
  Last film seen at the cinema
  Favourite colour

  If the team members have 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.

- Explain that for the next week 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.

Active Instruction

Display the Co-operative Learning Standards and explain each one.

A. Practise Active Listening (You can tell the class that they will work on listening skills in the first week.)

B. Help and Encourage Each Other.

C. Everyone Participates.

D. Explain Your Ideas and Tell Why.

E. Complete Tasks.

Teamwork

1. Each team gets an Encouraging Words Circle.

2. Team members discuss and decide on Encouraging Words either for a person in their team or for a character that was in the story. They then write their Encouraging Words in the circle.

3. Each team should report their Encouraging Words to the rest of the class and put the circle in the Class Council box.

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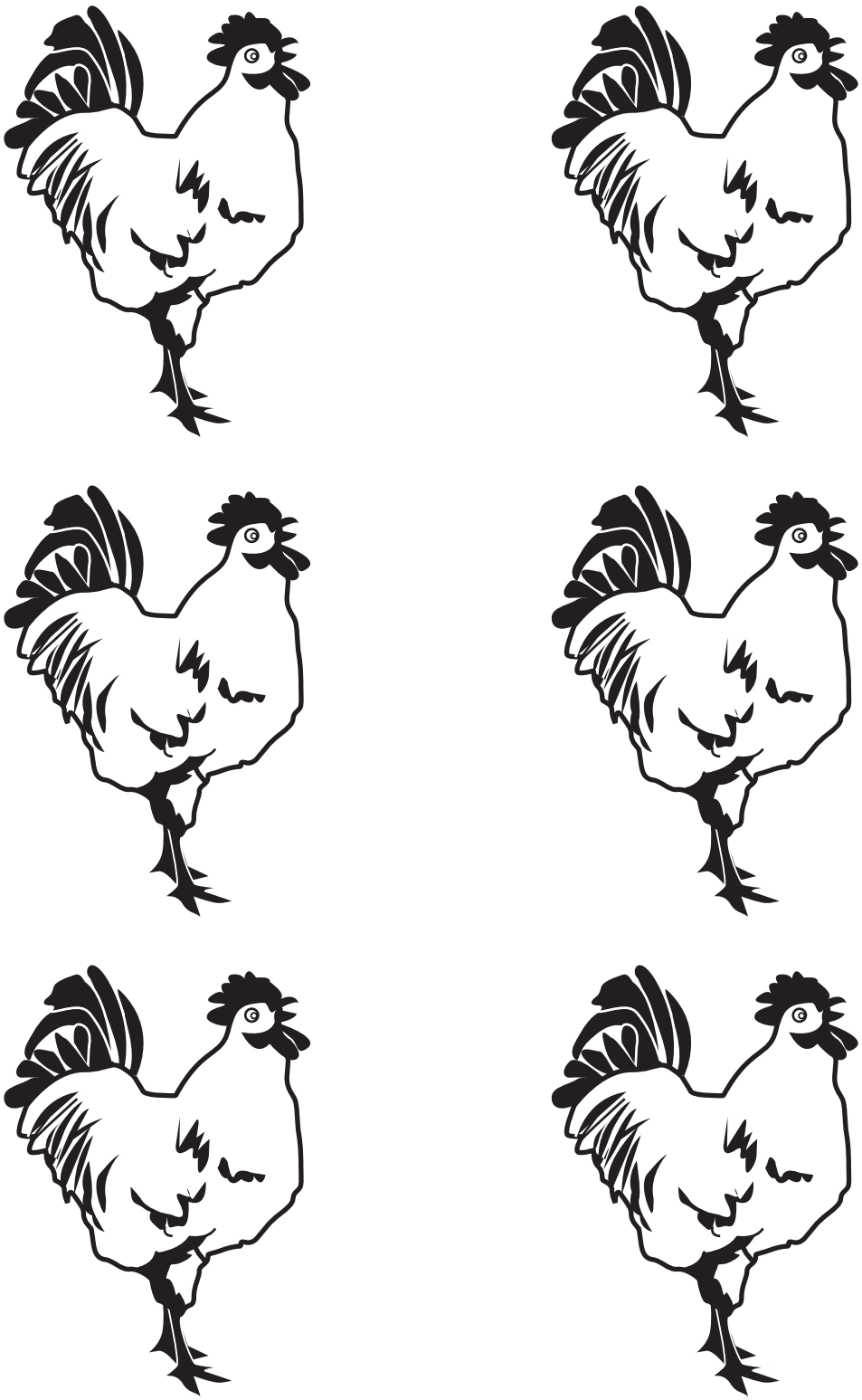

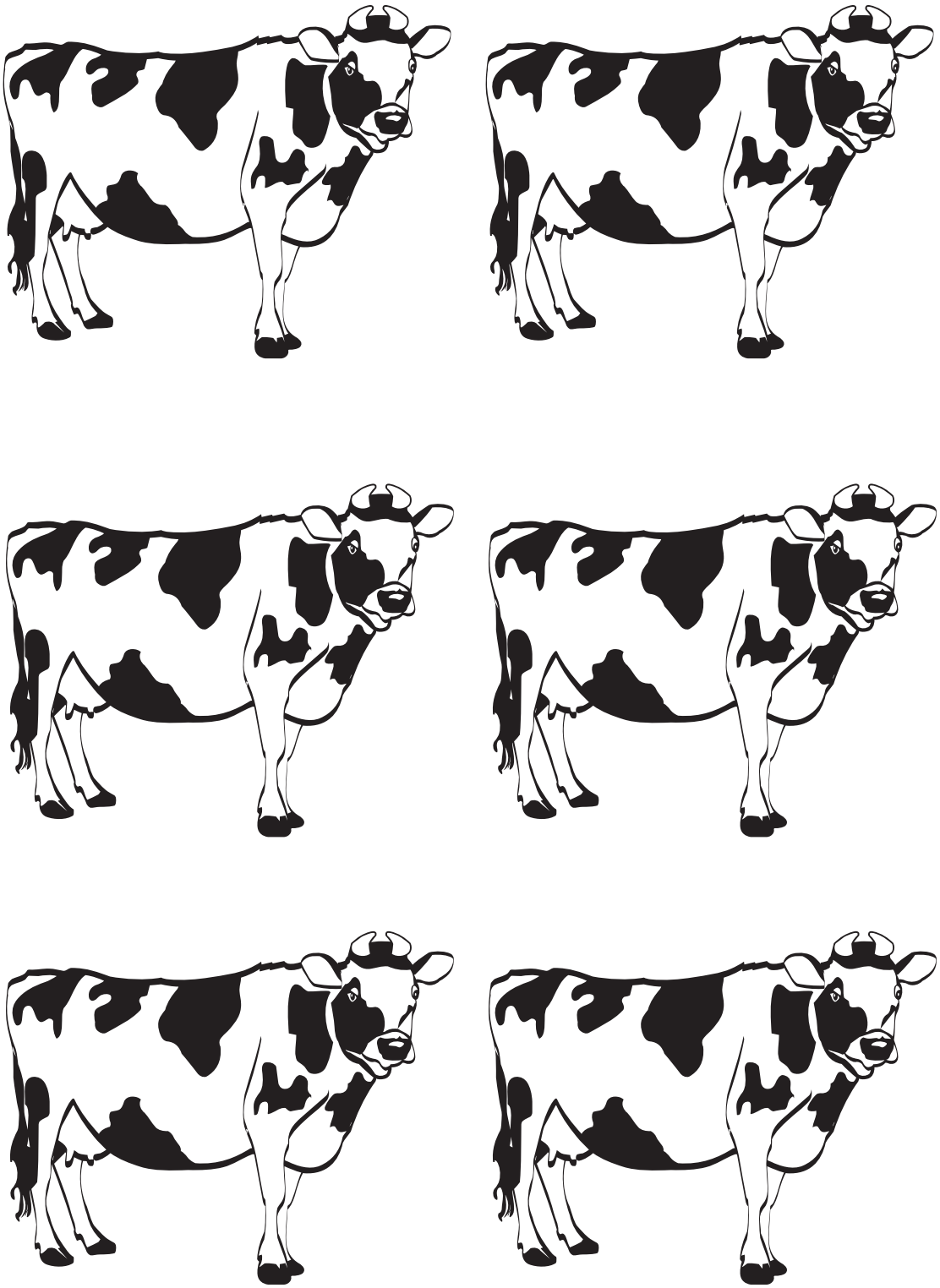

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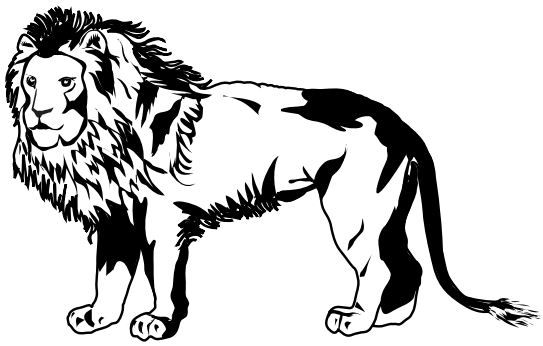

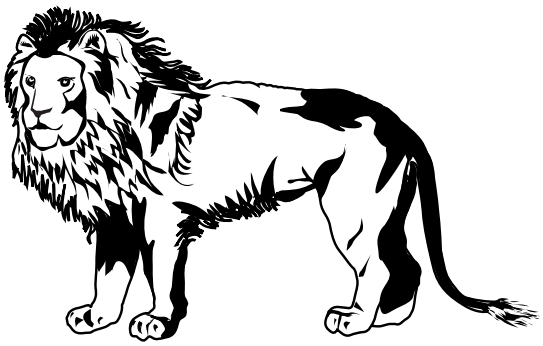

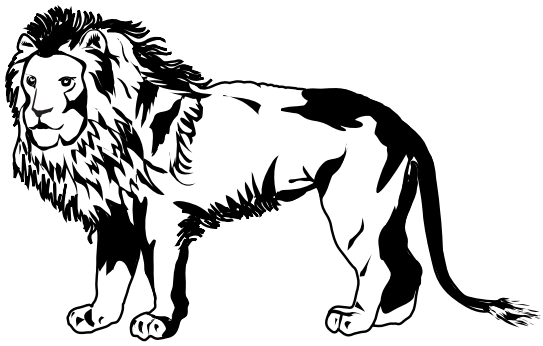

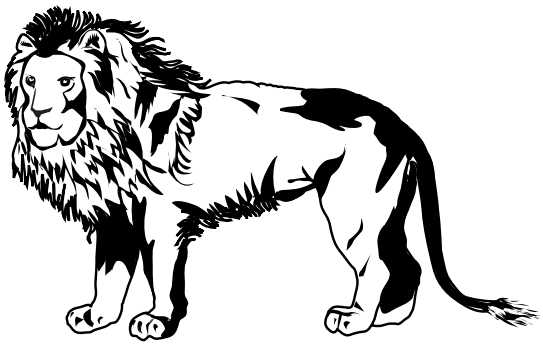

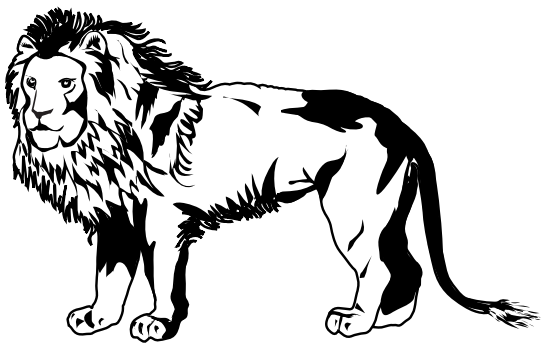

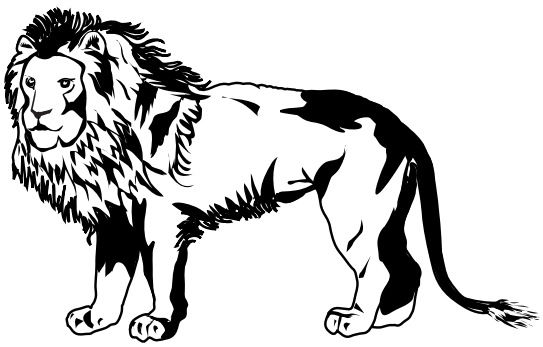

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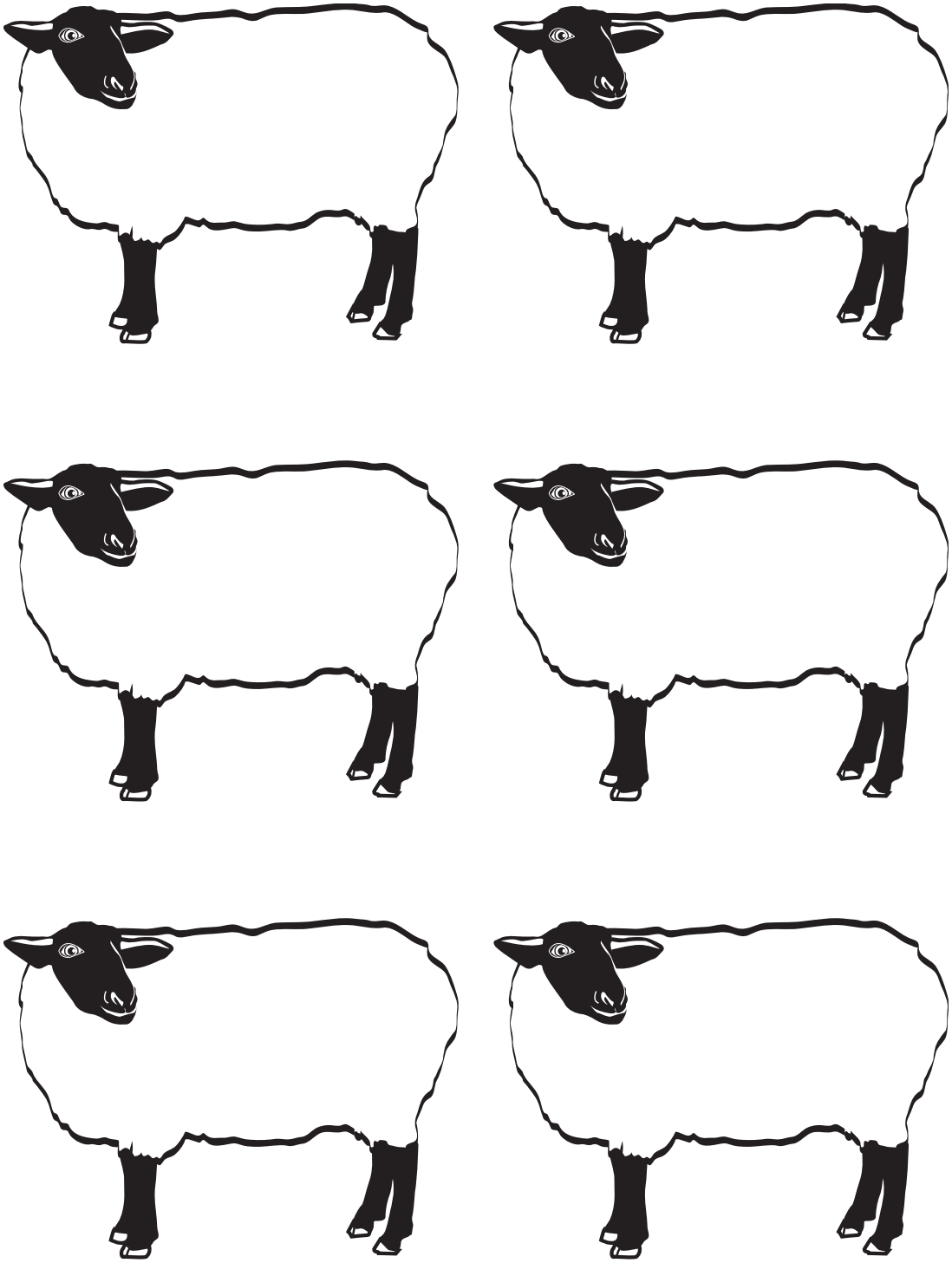

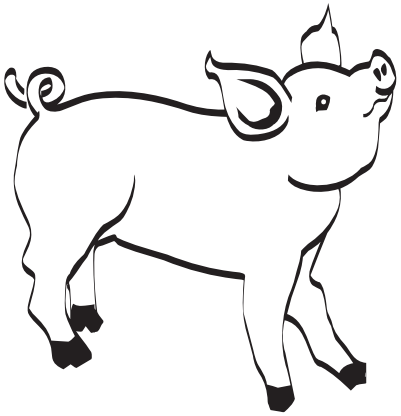

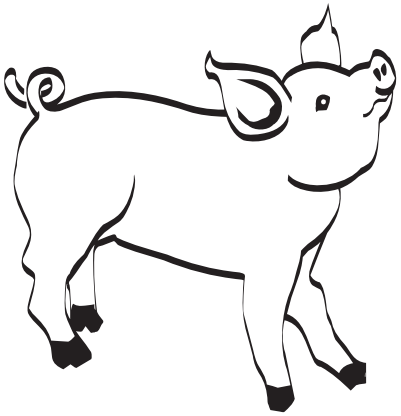

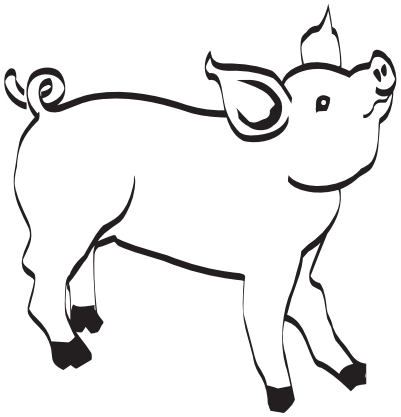

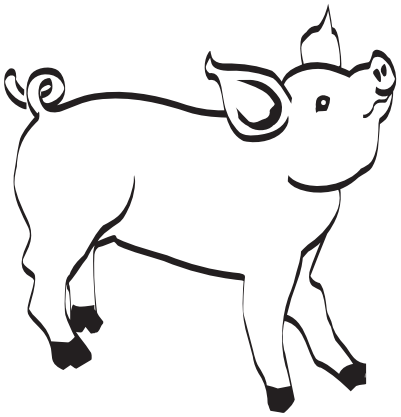

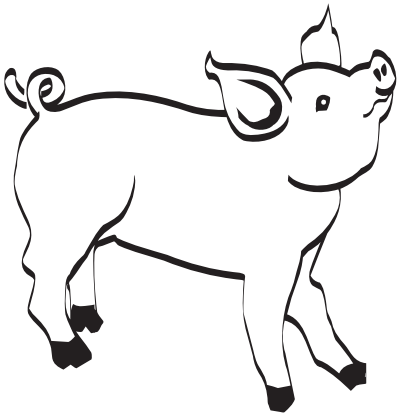

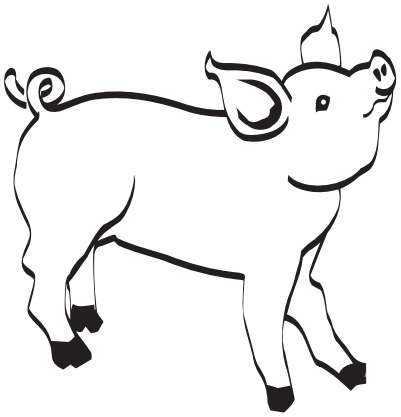

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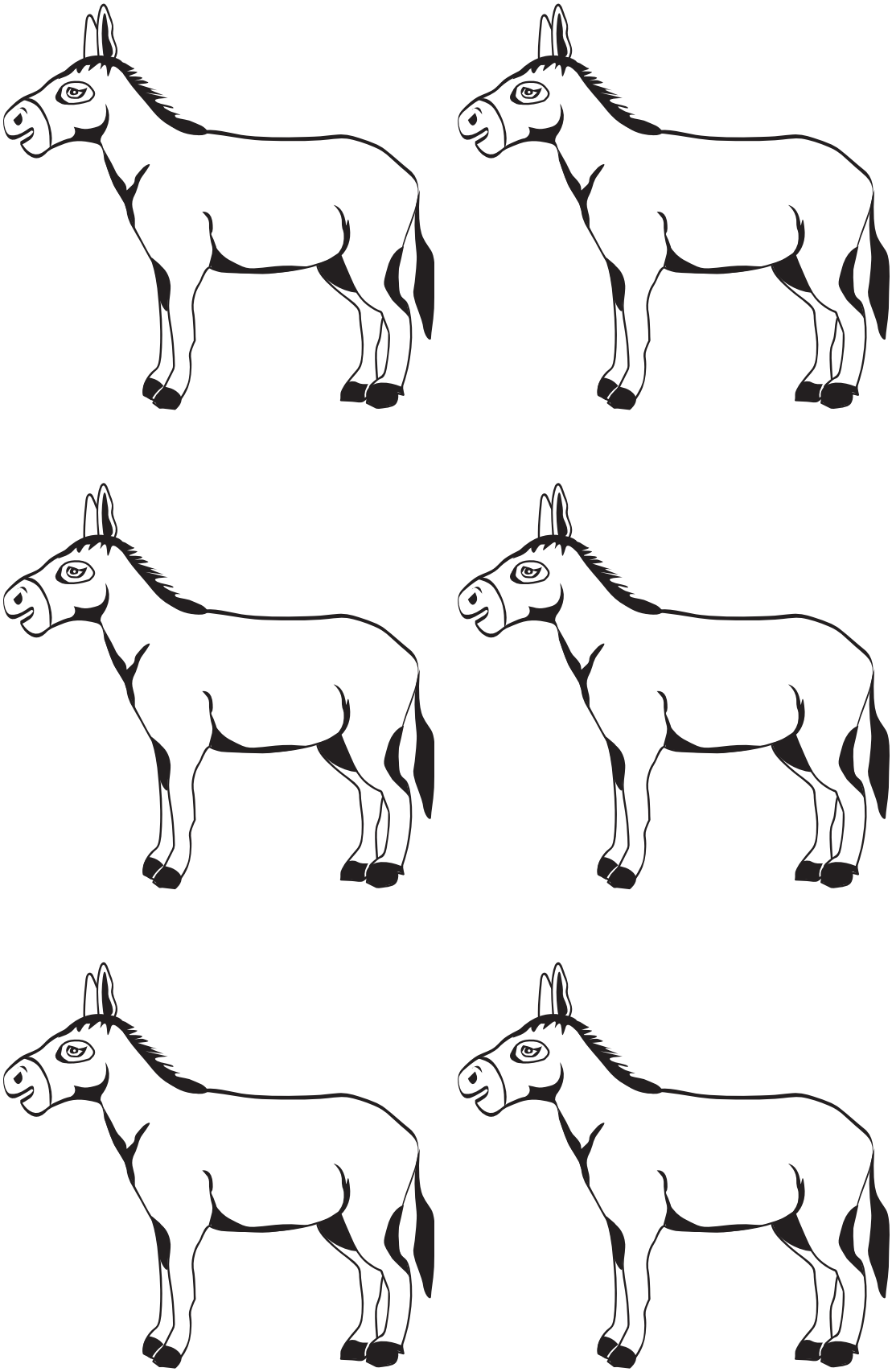
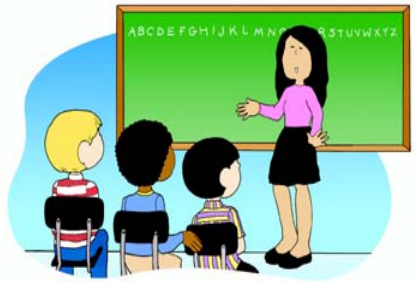


Co-operative Learning Standards



Practise
Active
Listening

Explain Your Ideas
and Tell Why

Everyone
Participates

Help and
Encourage
Others

Complete Tasks

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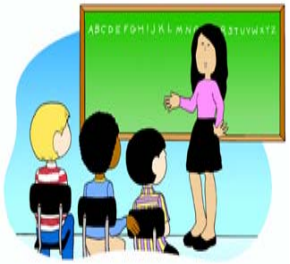
Co-operative Learning Points

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						

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

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Listening

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

Indicators Introduce the importance of listening.
Increase accuracy of aural comprehension.
Develop increased team cohesion.

BENCHMARKS

Children will:

- Identify the difficulties of listening accurately.
- Identify the components of the Active Listening Position.
  - Sit Still
  - Don't Talk
  - Look at the Speaker
  - Hands on Lap
- Demonstrate the Active Listening Position when given the Active Listening Signal.

ASSESSMENTS

- Writing
- Listening worksheet (p29)

Materials

FOR THE TEACHER

Active Listening chart
Active Listening graphics

FOR THE CHILDREN

Counters and Plastic Cups (for bonus points)
Clipboards, if children are going outside
Listening worksheet

Teaching the Lesson

Active Instruction

Introduce the purpose of learning listening skills. Say: *Now that we have formed our teams and developed our classroom standards, we will spend the next few weeks practising a few skills that will help us all to be super teams. The first skill we will be looking at is how to really listen to one another. Listening sounds easy, but sometimes it is harder than you think.*

1. *Let's try to really listen for a few minutes.*
   You may do this in one of three ways:
   A. Go outside (weather permitting)
   B. Walk through the school
   C. Stay in the classroom
   Children will need clipboards (or something hard to write on) for numbers one and two.

2. Choose your setting, then have the children list all the things that they hear in two minutes. If you are walking through the school, you can have the children list everything they hear on their walk.

3. Discuss what the class heard.

4. Ask, *Did you hear more or less when you were listening carefully? What did you hear that you don't usually hear?"*(clock ticking, chairs moving, etc.)

5. Summarise pupil responses. (Model paraphrasing.) Emphasise that when children made an **effort** to really listen they heard a lot more information. Listening is an ACTIVE not a passive activity. This week we will learn skills to become better listeners.

Teamwork

1. *When each of you was really listening, think about what you were doing. How could you tell if someone was **really** listening? What would it look like?*

2. *In your teams, generate a list of behaviours on the worksheet that would let you know if someone were **really** listening.*

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3. Have each team share one idea. Record on Listening Worksheet. (T chart)

4. Review Zero Noise Signals. When children see the Zero Noise Signal, or when they are listening in class, they should use an Active Listening Position (Review Chart).

Sit still

Don't talk

Look at the speaker

Hands on lap

5. Practise Zero Noise Signal and Active Listening Position. Show the signal and see how quickly the class can assume the position. (A stop watch can make this exercise more exciting.)

6. Read a story of your own choice where children have to solve either a riddle or a mystery or choose one from "Two Minute Mysteries" (the year 5 and 6 teachers have a copy). Have children assume the Active Listening Position.
   Say: *This is a story that requires good listening to solve the puzzle. When I give the Active Listening Signal I want everyone to assume the Active Listening Position and listen carefully.* (Comment on particularly good examples of listening posture).

7. Read the story - Ask children for solutions.

REVIEW

1. Discuss/write three reasons why listening is an important skill.

2. Assign homework.

E x t e n s i o n A c t i v i t i e s)

- Play Simon Says to reinforce listening skills.

- Make sure to use the Active Listening Signal throughout the day and give bonus points to teams that do a good job responding to the signal.

Name _____

Homework: Listening

1. Sit quietly and write down everything you hear for one minute.

2. Write down three things you heard that you might not usually hear without listening carefully.

Secret Sounds Chart

At home, sit quietly in the Active Listening Position at two different times and at two different places. Write down three things you heard that you might not usually hear without listening carefully.

TIME	PLACE	SOUNDS

Listening Worksheet

Sounds Like	Looks Like

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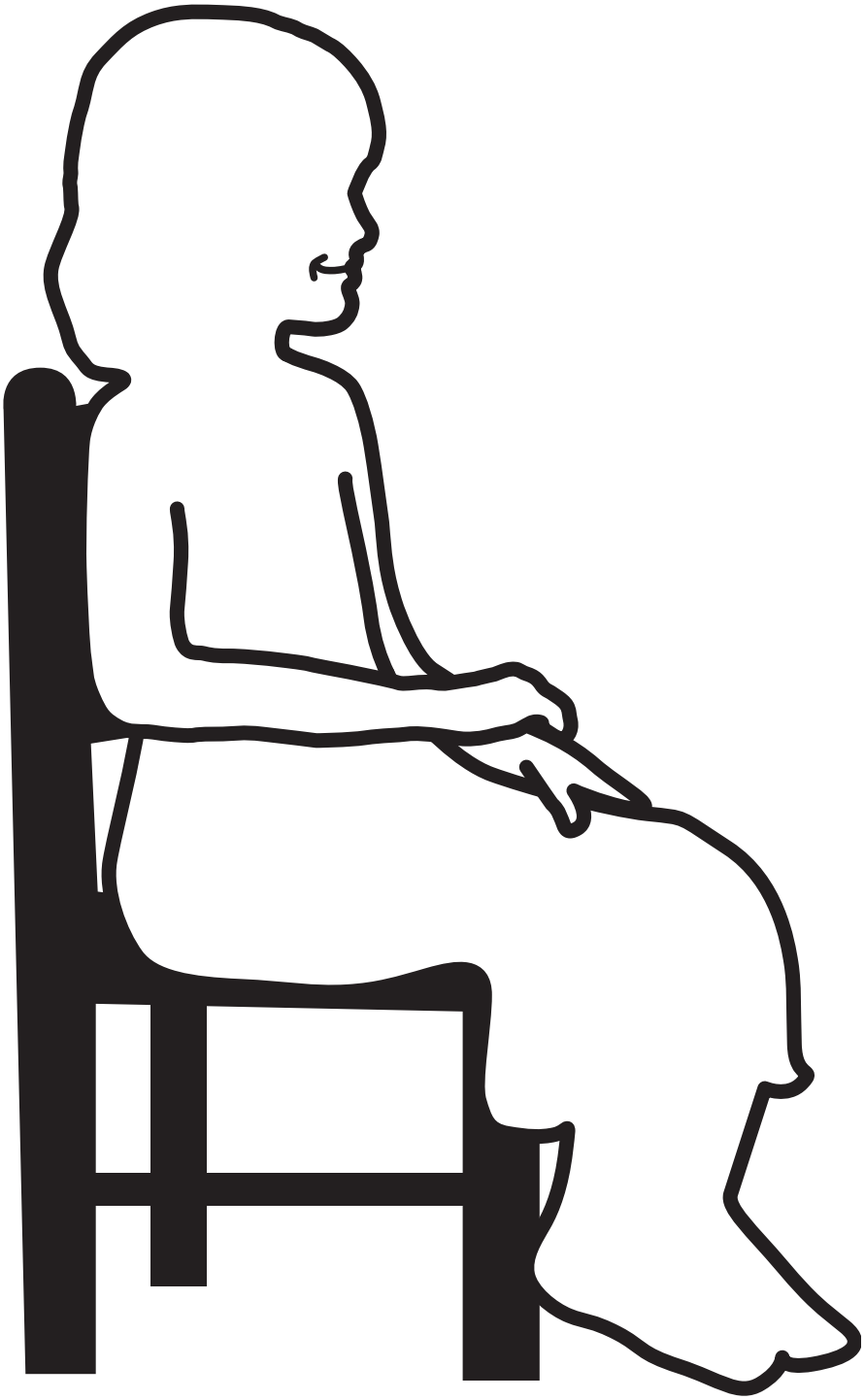
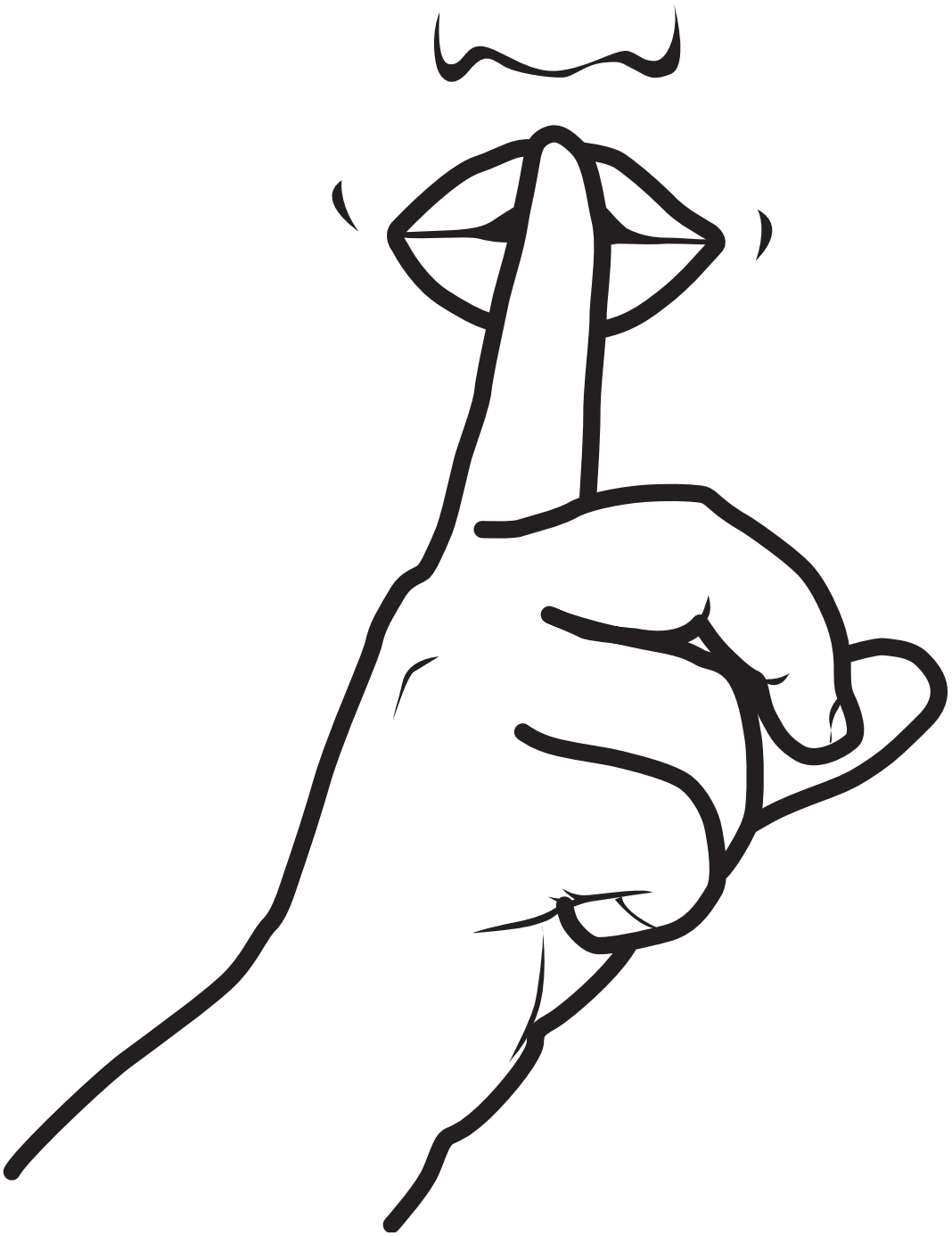
Sit Still



Don't Talk



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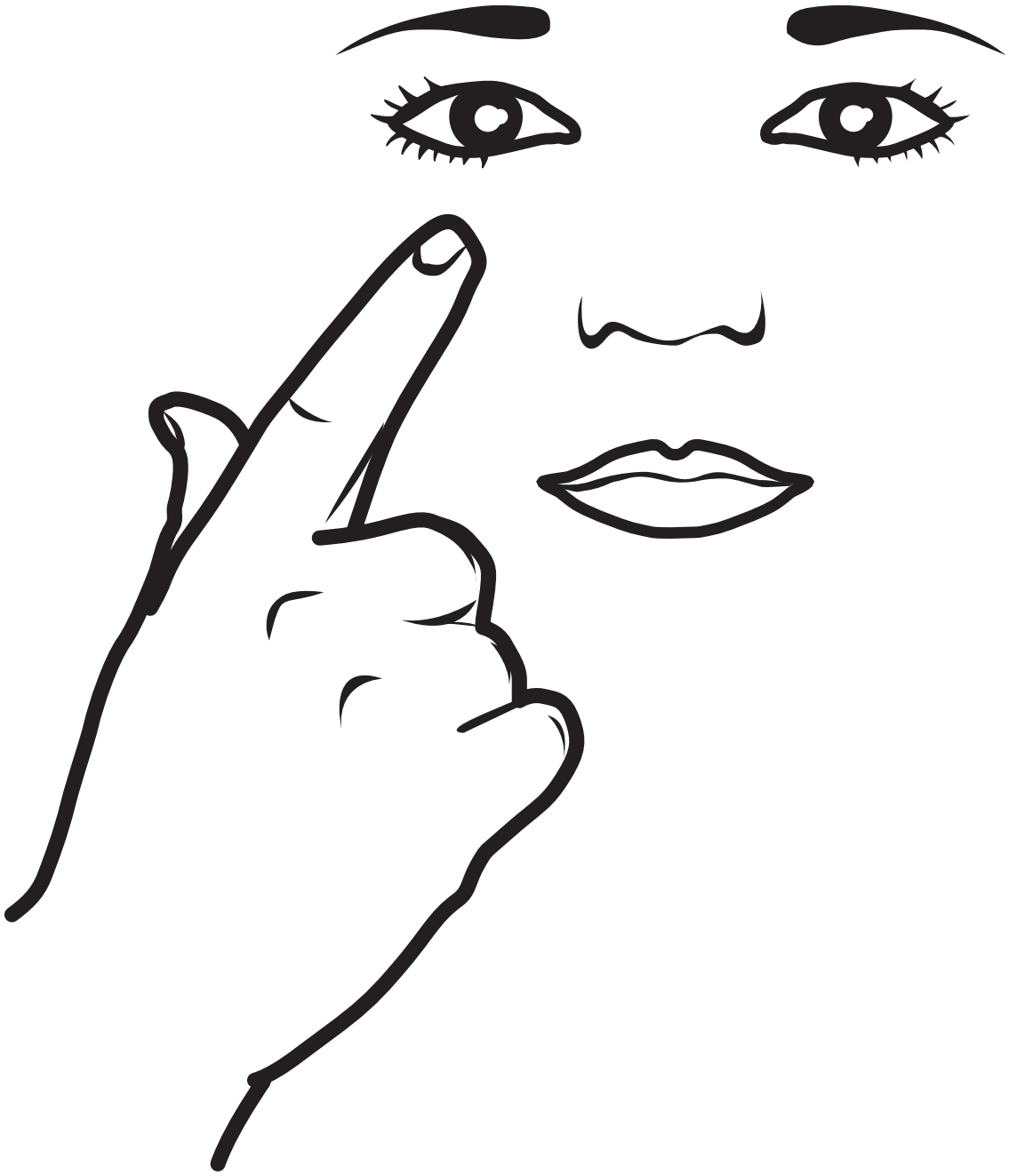
Look at the Speaker



Hands on Lap

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Concentration

Outcome

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:

- Identify concentration as a key component of listening.
- Participate in an activity that demonstrates the key role of concentration.
- Identify two listening skills
    a. Listening Position
    b. Concentration

ASSESSMENTS

- Lists of rubbish

Materials

FOR THE TEACHER

Either:- *Sarah Cynthia Sylvia Stout Would Not Take The Garbage Out.*
by Shel Silverstein

Or:- Another poem which requires children to concentrate and remember articles, names etc.

Chart paper
Pens
Bag of rubbish
Good Listening chart
Concentration icon

FOR THE CHILDREN

Counters and plastic cups
Dustbin sheet (p38)
Team tally sheet

Teaching the Lesson

Getting Started

• Have all children sitting in their teams.
• Have team tally sheet out for each team.
• Use Numbered Heads to divide teams into pairs.
• Cups for bonus points out on every table.

Active Instruction

Review with the class the skills they have learned.
Say: *Yesterday we learned what good listening looks like* (Active Listening Posture). *Turn to your partner and try to remember all the things we need to do to be good listeners. Can people remind me? What is the Active Listening Signal? Today we are going to talk about some other things that help us become better listeners.*

- Place a bag of rubbish on the table. Have a bag with 15 types of rubbish, e.g.,

• bottle cap	• egg carton	• soup can
• cereal box	• drinks can	• broken pencil
• carrot	• orange rind	• used envelope
• banana peel	• drinks bottle	• crisp packet
• sweet wrapper	• piece of soap	• milk carton

Say: *I am going to spread this rubbish out on the table. You will have one minute to look at the rubbish and then remember as many items as you can.*

(You can bring children into a circle at the front of the room and place rubbish in the middle of the circle if it is difficult for children to see from their seats.)

- Have each child make a list of all the items that they can remember.

- Ask if anyone got 15. The child with the largest list may read his/hers to the class.

- Ask: *What did you need to do to remember all those items?* (Concentrate.)

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T e a m w o r k

- *Concentration is also a part of good listening, I am going to read a poem that will require all of you to concentrate very hard!*

- *The game we just played gives us a hint about this poem. What would you guess this poem is about?* (Let children make predictions.)

- *Many of you are right; this story is about rubbish. In particular, it's about a little girl who would not take the rubbish out. What do you think would happen if you never took the rubbish out?* (Allow children to make predictions.)

- Review author, book title and genre (poetry).

- *While I read this poem, I want each of you to really* ***concentrate*** *and try to remember as many types of rubbish that Sylvia has not taken out as you can.* (Remember pens and pencils are not to be used.)

- Read poem slowly with expression – change the vocabulary where necessary.

- Have each team generate a list of as many items of rubbish as they can on the rubbish can sheet.

- Review team lists. (You can reward teams with more than 10 items if you wish.)

T i m e f o r R e f l e c t i o n

- Ask what they did to remember all those items. <Concentrate>

- *What did you do in order to concentrate?*

- Discuss what children did. < listening posture helps you concentrate > < mind on the message, no daydreaming > < self-talk > < I am really going to listen carefully >

- *We can see that good listening can keep you busy. So far we know that good listening involves:*
  - *Listening Position and Concentration*
  (refer to chart)

Name _____

Homework: Concentration

Ask a parent or family member to describe a favourite place in detail! Draw a picture of it from memory. Show it to your family member; write on the back any details you forgot.

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Sarah Cynthia Sylvia Stout
Would Not Take The Garbage Out

Sarah Cynthia Sylvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans,
Candy the yams and spice the hams,
And though her daddy would scream and shout,
She simply would not take the garbage out.
And so it piled up the ceilings:
Coffee grounds, potato peelings,
Brown bananas, rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal,
Pizza crust and withered greens,
Soggy beans and tangerines,
Crusts of black burned buttered toast,
Gristly bit of beefy roasts...
The garbage rolled on down the hall,
It raised the roof, it broke the wall...
Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney,
Rubbery blubbery macaroni,
Peanut butter, caked and dry,
Curdled milk and crusts of pies,
Moldy melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold french fries and rancid meat,
Yellow lumps of Cream of Wheat.
At last the garbage reached so high
That finally it touched the sky.
And all the neighbours moved away,
And none of her friends would come to play.
And finally Sarah Cynthia Stout said,
"OK, I'll take the garbage out!"
But then, of course, it was too late...
The garbage reached across the state,
From New York to the Golden Gate.
And there, in the garbage she did hate,
Poor Sarah met an awful fate,
That I cannot right now relate,
Because the hour is much too late.
But children, remember Sarah Stout
And always take the garbage out!

Shel Silverstein.

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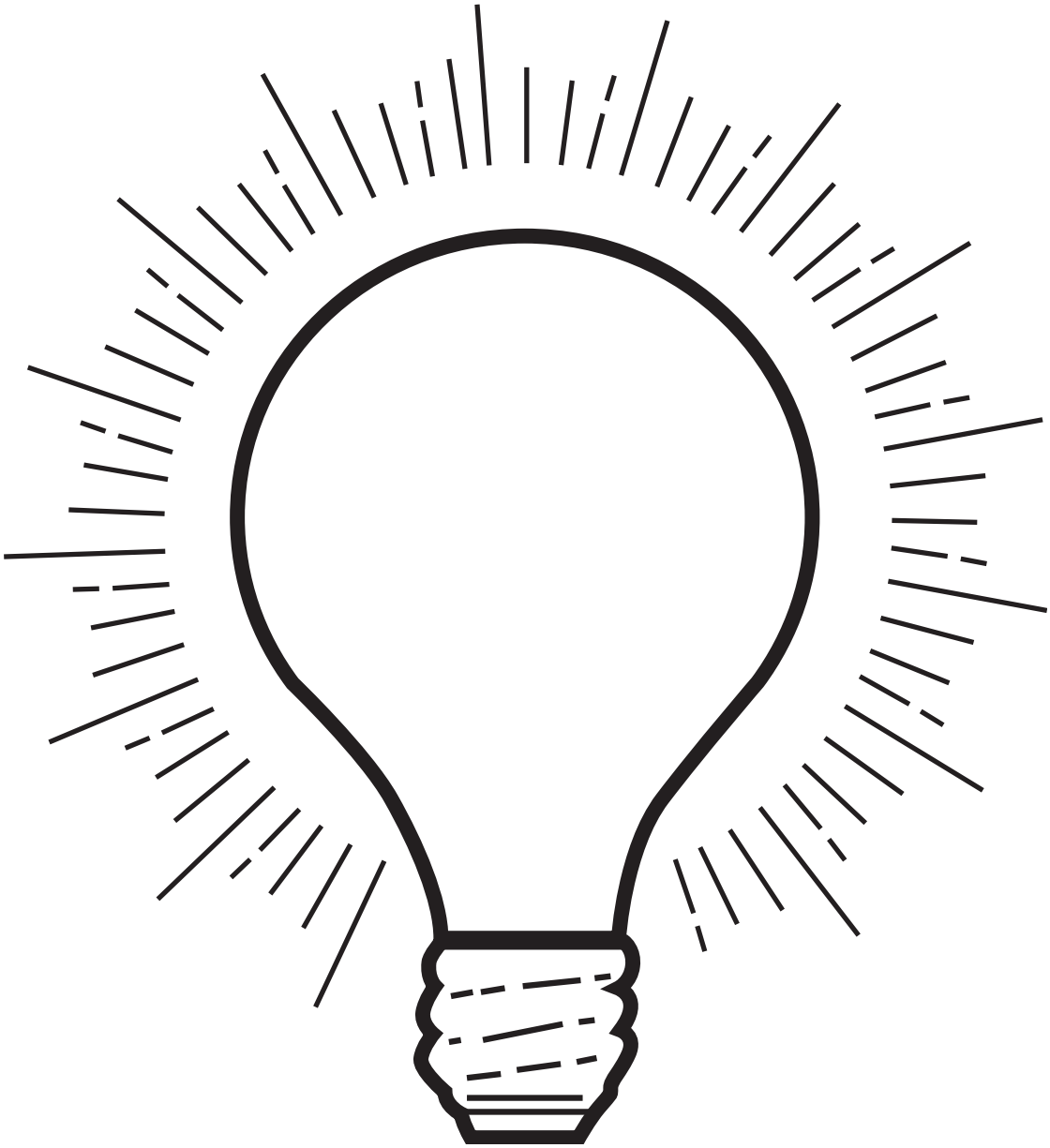
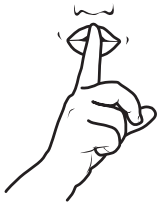
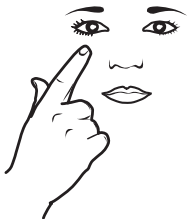
Concentration



Active Listening Skills

Sit Still

Don't Talk 

Look at the Speaker 

Hands on Lap

Concentration

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Asking Questions

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 how asking questions improves listening accuracy.
- Participate in an activity that demonstrates the effectiveness of asking questions.
- Identify three listening skills
    a. Listening Position
    b. Concentration
    c. Asking Questions

Materials

FOR THE TEACHER

Listening chart
Markers

FOR THE CHILDREN

Role play sheets, 1 per team
Pictures of objects, 1 per team
Listening Skills sheet, 1 each

Teaching the Lesson

Getting Started

- Have all children sitting in teams of 4/5.
- Divide teams into partner pairs using Numbered Heads.

Active Instruction

- Use Active Listening Signal. Review listening skills learned.

Say: *Yesterday we talked about several listening skills. Does anyone remember what skills we have learned in order to listen better?*

Highlight that so far we have learned that good listening requires:
- Listening Position
- Concentration

Choose a story to read to the children which focuses on children not listening very well and the consequences.
Today, we are going to look at some other ways we can listen better. Let's begin by reading a story about some children that are having trouble listening.

- Have children respond to Active Listening Signal.

- Ask predictive and comprehension questions.

- At the end of the story ask children how the children in the story could have made sure that they understood correctly. <Ask questions.> Discuss: Asking questions is one good way to make sure we understand what someone says.

- Play a game of Twenty Questions about an object in the room that you have chosen, or an object from the reading. Have the children ask yes/no questions to identify the object. If, after the twenty questions, the children are successful in identifying the object, review the successful questioning strategies (asking general questions first then asking more specific questions, listening to the other children's questions, being consistent, concentrating, etc.) If the children are not successful in identifying the object, ask what they could have done to be more successful (asking general questions first, then asking more specific questions, being able to ask more questions, give examples, ask questions that would have more than a yes or no answer, concentrating, listening to the other children's questions, etc.)

T e a m w o r k

- Use Numbered Heads or some other method to create partner pairs. Have all the number ones sit opposite from the number fours; they will be partners. The twos and three should also sit opposite each other.

- The teacher will hand out a picture of an object to the ones and twos. *Do not let anyone see your picture.*

- The partners (without the picture) will try to guess the object in the picture using questions. The fours will ask only questions that can be answered with yes or no - like a game of Twenty Questions. The threes will be able to ask any type of question.

- Ask teams which type of questioning worked better. Discuss what happened in the game, etc.

- Optional - play other questioning games.

REVIEW

- Discuss what happened in the game. *Did asking questions make a difference?* Highlight that children obtained more and clearer information when they asked questions and listened to the answers. *Asking questions whenever you are listening is very important.*

- (Optional) Have each partner pair take one minute to talk about their favourite place. The other person must ask two questions about it.

- Remember: *Asking questions can clear up misunderstandings. The listener can get better and clearer information. Good listeners ask questions to make sure they understand what the person is saying.*

Review of Listening Components

Review the four components of listening skills.

Say: *During the past few days, we have been working on three listening skills and using the Active Listening Signal.*
Can anyone tell me the four components of good listening? Today we are going to finish our listening unit. Listening is always part of good team work. Throughout this year, I will always be looking for teams that are good at listening.

- Give each team a Role Play sheet (Page 45). Use Numbered Heads.

- After each child has done his/her task, he/she puts his/her pencil in the middle. The next person cannot talk until the previous person's pencil is in the middle.

Each person will have a chance to play all roles. All members should be in Active Listening Position when others are talking.

- Make sure that the team members give each other feedback because this is their team study time.

Say, *When you practise these skills make sure you know what they are and that you are doing them right. After practising, there will be a brief quiz. Make sure all your teammates know their listening skills.*

- Let each speaker have one minute to speak and then let the rest of the team do their roles. The whole exercise should take no more than three minutes. When the first round is done start the next round. (Make sure to keep these exercises moving along.)

- When all the rounds are completed hand out the individual Listening Skills sheet. Allow five minutes to complete the sheet.

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Role Plays
Putting It All Together

Team member	Task
1.	Speaker: A funny dream I had was
2.	Ask a yes or no question
3.	Ask another question
4.	Observe other members of the team

Team member	Task
2.	Speaker: My favourite book is _____ because ____ (2 reasons)
3.	Ask a yes or no question
4.	Ask another question
1.	Observe other members of the team

Team member	Task
3.	Speaker: If I were an animal I would be _____ because _____(2 reasons)
4.	Ask a yes or no question
1.	Ask another question
2.	Observe other members of the team

Team member	Task
4.	In the summer, three things I like to do are_____ .
1.	Ask a yes or no question
2.	Ask another question
3.	Observe other members of the team

Listening Skills Sheet

Mark the following statements as T for True or F for False.

Children should fill the answers in only when they have discussed it with their teams and have team consensus.

_____The main parts of the Listening Position are:
1.) Looking at the speaker, 2) hands on lap, 3) feet on the floor, 4) asking questions.

_____ Asking questions is a good way to let someone know you are listening.

_____ Listening is an important part of team work.

_____ Good listening involves concentrating.

List the four listening skills we have learned:

1._____

2._____

3._____

4._____

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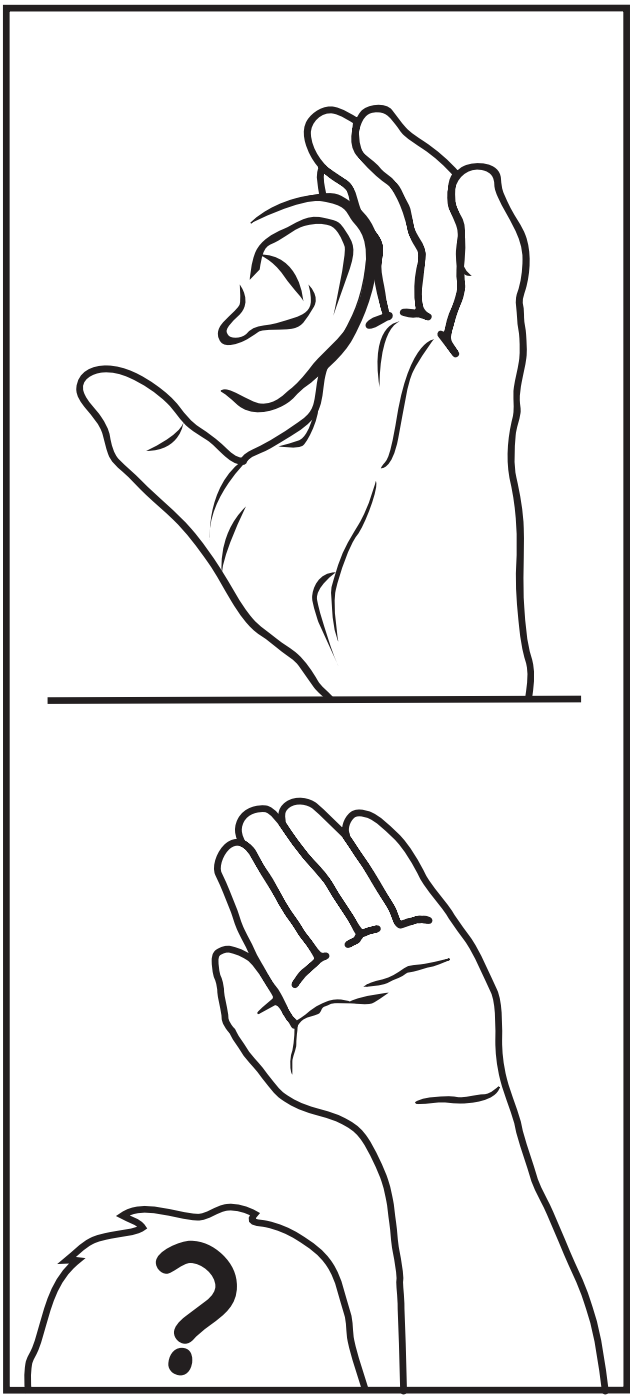
Asking Questions

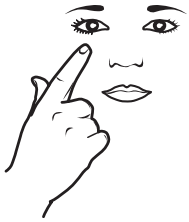


Active Listening Skills

Sit Still

Don't Talk

Look at the Speaker



Hands on Lap

Concentration

Asking Questions

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Two Sides to a Story

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

Indicators Children will understand the dynamics of conflict.

BENCHMARKS

Children will:

- Show respect for opinions, cultures and accomplishments
- Understand that conflict arises from different points of view.

ASSESSMENTS

- Complete headlines illustrating different points of view.

Materials

FOR THE TEACHER

A traditional version of *Goldilocks and the Three Bears*

Sentence strips for *Bear Times* and *Goldilocks Gazette*

FOR THE TEAMS

Sentence strips

Markers

FOR THE CHILDREN

Copy of old/young woman picture

Newspaper handout

Advance Preparation

Create handouts

Teaching the Lesson

Setting the Stage

VOCABULARY

conflict perception

Today we will talk about how differing points of view can lead to conflict.

Active Instruction

Ask the class to tell you what they think conflict means.

Explain that some **conflicts** originate when people have a different point of view about something. One reason that people may have a different point of view is that they have a different perception or view of the problem.

Help pupils define **perception,** (our view of reality based on what we see, hear or feel) by using other examples, especially school related situations. For example, I think what I am doing is funny but someone else may feel I am being cruel or nasty and do not see it as a joke.

Hand out young/old woman picture (page 52). Ask pupils to quickly look at the picture and write down the first thing they see. Ask the class how many saw an old woman and how many saw a young girl.

Ask the class to try to see both pictures. Was it difficult to see the other picture?

Say: *When we have problems with others sometimes it is because we see the problems differently. To be able to solve problems, we need to practise seeing both points of view. I am going to read a story I think you all know well. While I read, try to understand everyone's point of view in the story.*

Read *Goldilocks and the Three Bears*

T e a m w o r k

- Discuss looking at *Goldilocks and the Three Bears* from different points of view. *Did Goldilocks and the Bears see her behaviour in the same way?*
  Talk with your team members about how Goldilocks saw what she did, and how the bears might see her behaviour.

- Based on this, have each team write two headlines on sentence strips, one headline for the *Bear Times* and the other for the *Goldilocks Gazette*

- Teams share headlines, then post the headlines under newspaper names.

REVIEW

Ask the children to explain why Goldilocks and the Three Bears have different perceptions of the same event.

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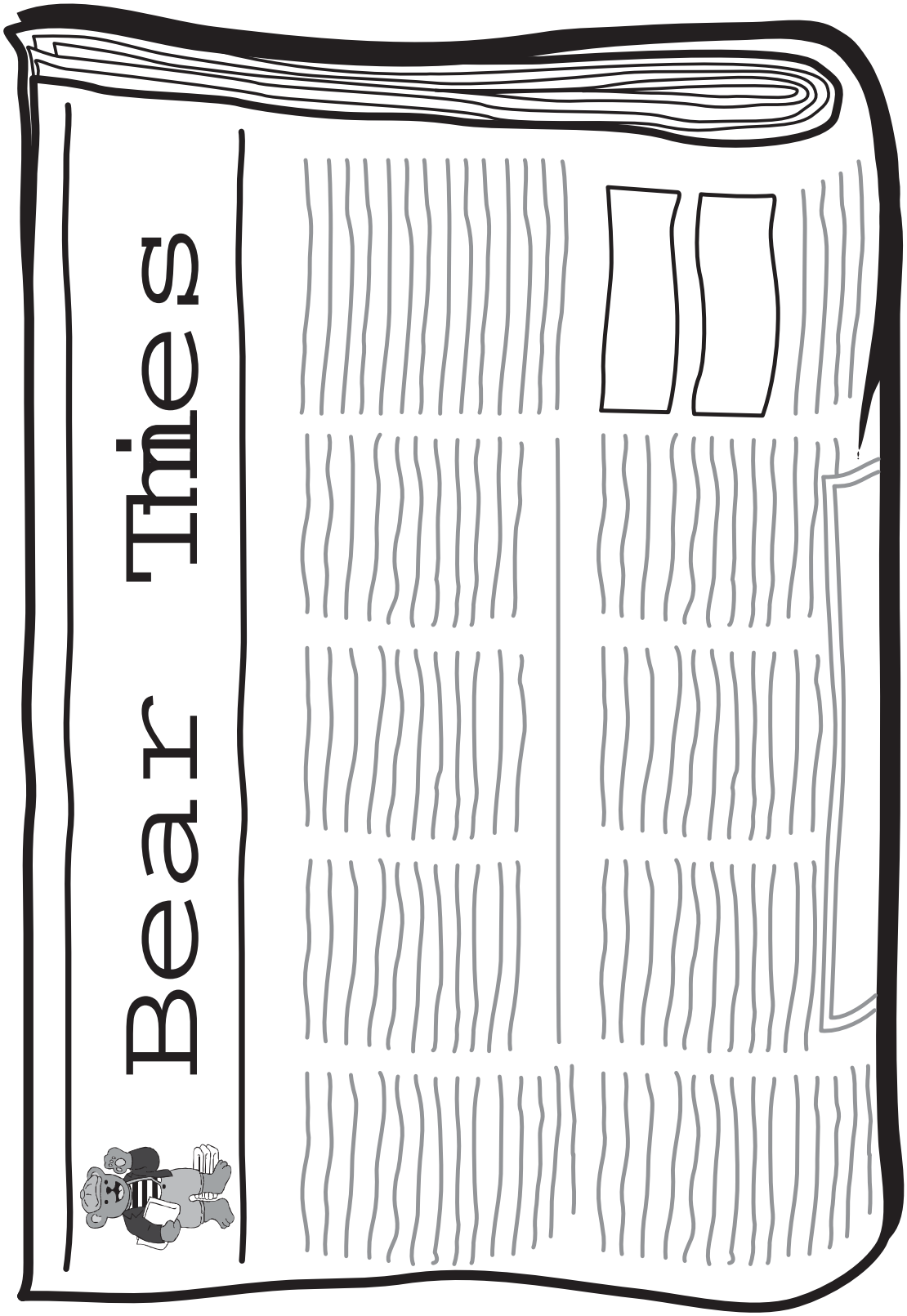
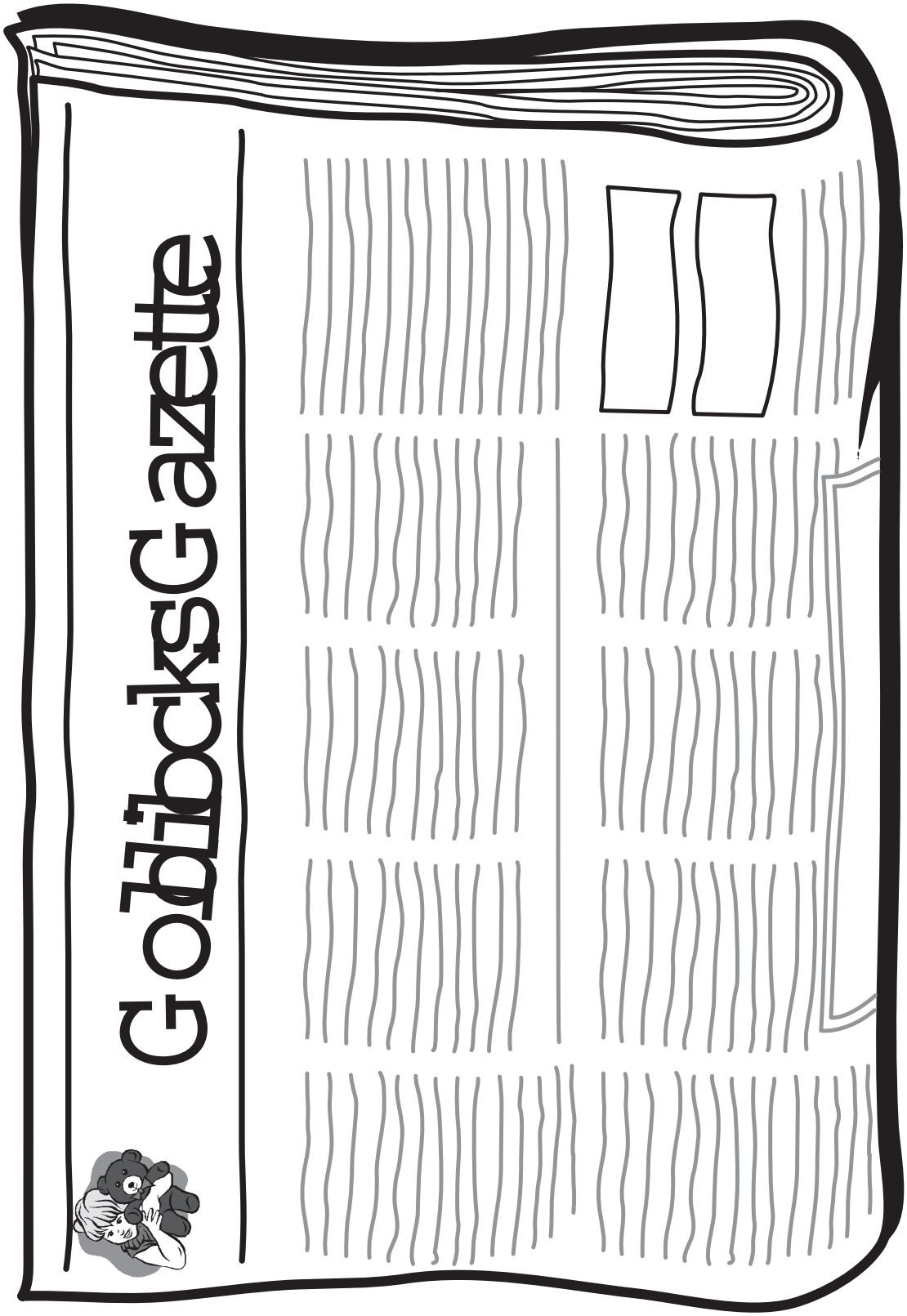

Bear Times


Gobbicks Gazette

Stop and Stay Cool

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

Indicators Children will understand the dynamics of conflict.

BENCHMARKS

Children will:

- Identify the importance of staying cool in resolving conflicts
- Learn the muscle crunch
- Develop a class list of ways to stay cool

ASSESSMENTS

- Stop and Stay Cool chart

Materials

FOR THE TEACHER

Penguin graphics
Stop and Stay Cool penguin chart (optional)
Conflict elevator graphic
Dinner Ladies Don't Count by Bernard Ashley

FOR THE CHILDREN

Stop and Stay Cool penguin handout
Different coloured crayons for each team member

Advance Preparation

Prepare Stop and Stay Cool Chart for display in the classroom.

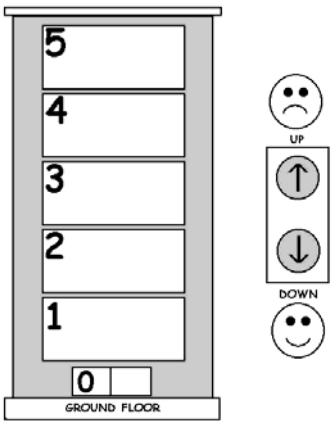
Teaching the Lesson

Active Instruction

- Ask the class to tell you what we mean by conflict.

- Explain that everyone has conflicts or problems. People have the choice of either getting angrier and angrier and doing something they might be sorry for later (elevating) or trying to calm down and use other ways to resolve the problem.

- Introduce the Conflict Elevator. Explain the word 'elevator'.



Ask the children what would cause a conflict to become worse or elevate? Use scenarios the children will understand such as everyday conflicts at school.

Then ask the children what would help to resolve a conflict. (Accept reasonable answers.)

SHARED TEXT

Tell the class that today we will be reading a story about a boy who has a lot of conflict in his life, at home and at school.
Have the children look at the cover of the book and predict what the story will be about.

READ THE STORY

Read to page-18 and finish with the sentence, "everyone was waiting to see what would happen next"….

Ask the children:

Dinner Ladies Don't Count By Bernard Ashley

Page 9: How can we tell that Jason is angry? Which words tell us how he was feeling?

Page 11: Why do you think Miss Smith suggested he went and read a book?

Page 14: What do you think might have happened if Miss Smith had made Jason do maths and she had told him off?

Page 16: Why did Jason break Donna's plasticine model?

Page 18; What do you think Miss Smith will do now?

Using the Conflict Elevator ask the children in their partnerships to fill in how Jason escalated situations whilst he was at school.

Was there any point when he could have calmed down rather than make things worse for himself?

Teamwork

- Have each pupil think of a time when they were involved in an elevating conflict and then share with their partner. Share what happened with your team.

- Ask, *"Did any of you lose self-control when your conflict elevated?"* Have several pupils share what happened, e.g., yelling, hitting, breaking things.

- Ask pupils to describe how they felt and how their bodies felt when they were having an escalating conflict. (Angry, hot, tense, tight muscles, shaking, etc.)

- Explain that these are signals our body sends us to let us know we are

getting upset. At this time we should Stop and Stay Cool. Ask the children to think and then share with their team, *"Why is it important to stay cool?"*

- Each team should get a Stop and Stay Cool sheet. Each team will brainstorm and write down ways that they might Stop and Stay Cool. (A suggestion is to have each team member use a different colour marker to write with. This way the teacher will know at a glance that everyone participated.)

- Use Numbered Heads to share the team's ideas.

- Show the class the stop and stay cool steps.
    - Stop
    - Stay cool
    - Breathe in 1-2-3-4-5
    - I am cool!

- Have the pupils come up with other things to do if they feel they are going to lose self-control.

- Add muscle crunches to the chart. Tell the class that when they are angry or upset their muscles may tighten without them realising it. A way to become aware of this is by doing muscle crunches. Demonstrate a muscle crunch by tightening your facial and body muscles.

- Hold for a few seconds then release. Explain to the class that they should be able to tell the difference between tight and relaxed muscles.

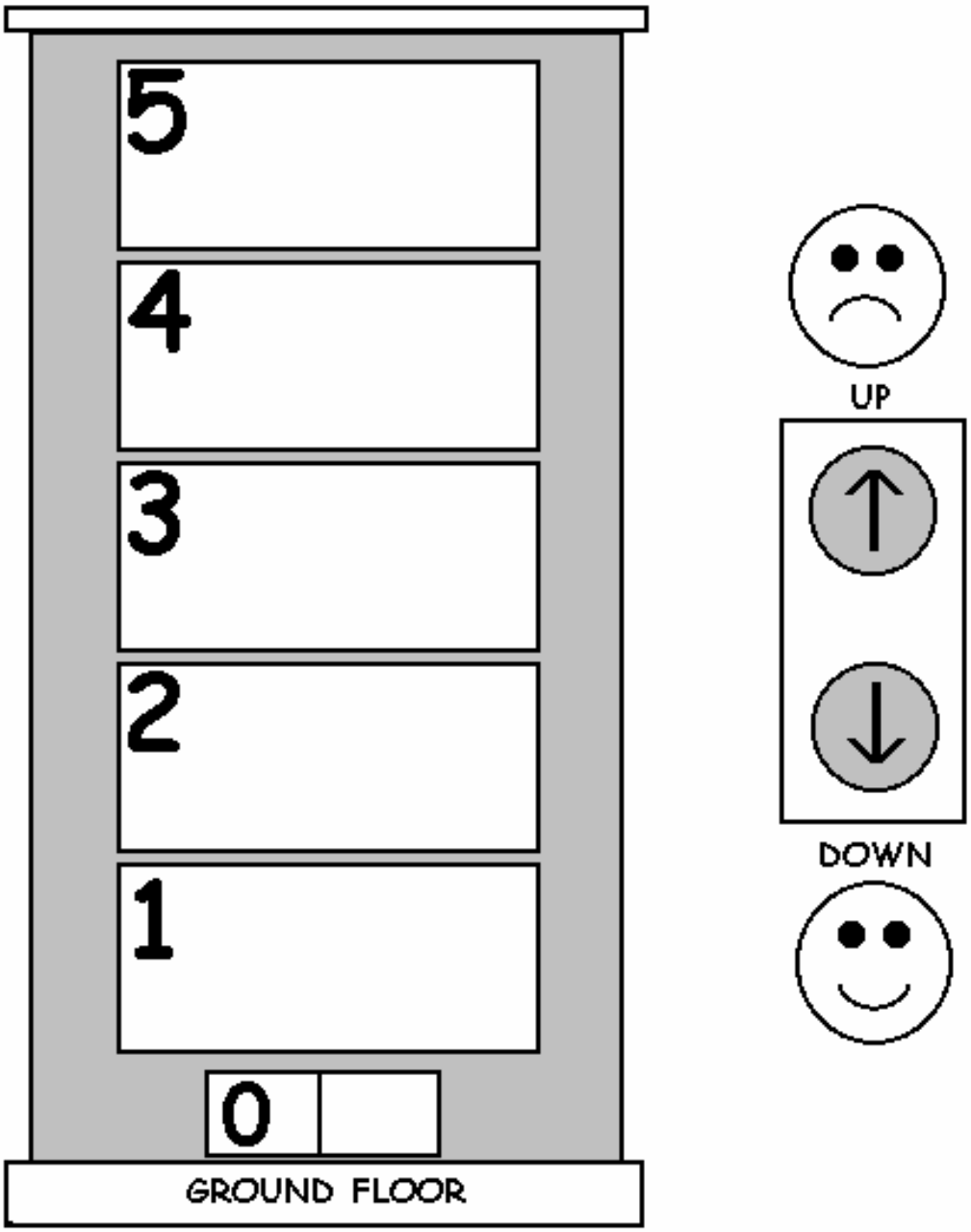
- Have the class try several "muscle crunches." Have the pupils focus on how tight muscles and relaxed muscles feel different.

Extension Actvities

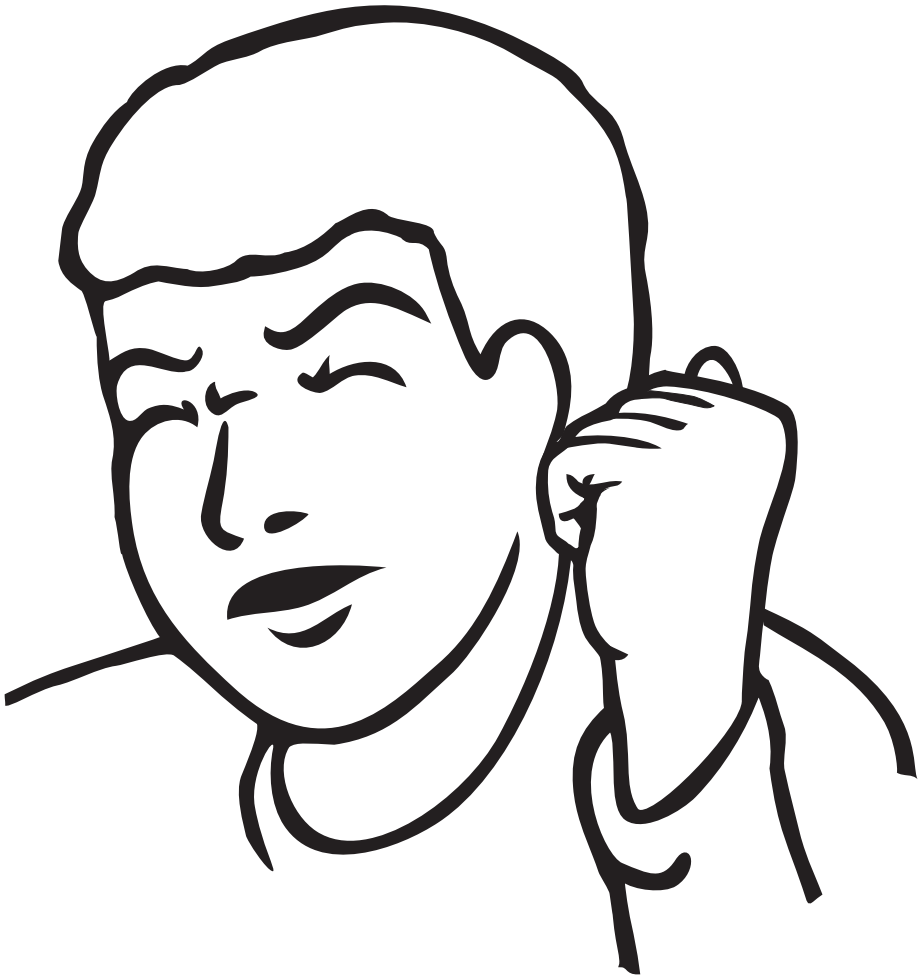
- The teacher may stop the class after an exciting activity and have the class use the Stop and Stay Cool Steps.

- Have pupils role- play conflict situations and use stay cool strategies.

Conflict Elevator



I Feel Like I am Losing Control.



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Stop!

Stay Calm.

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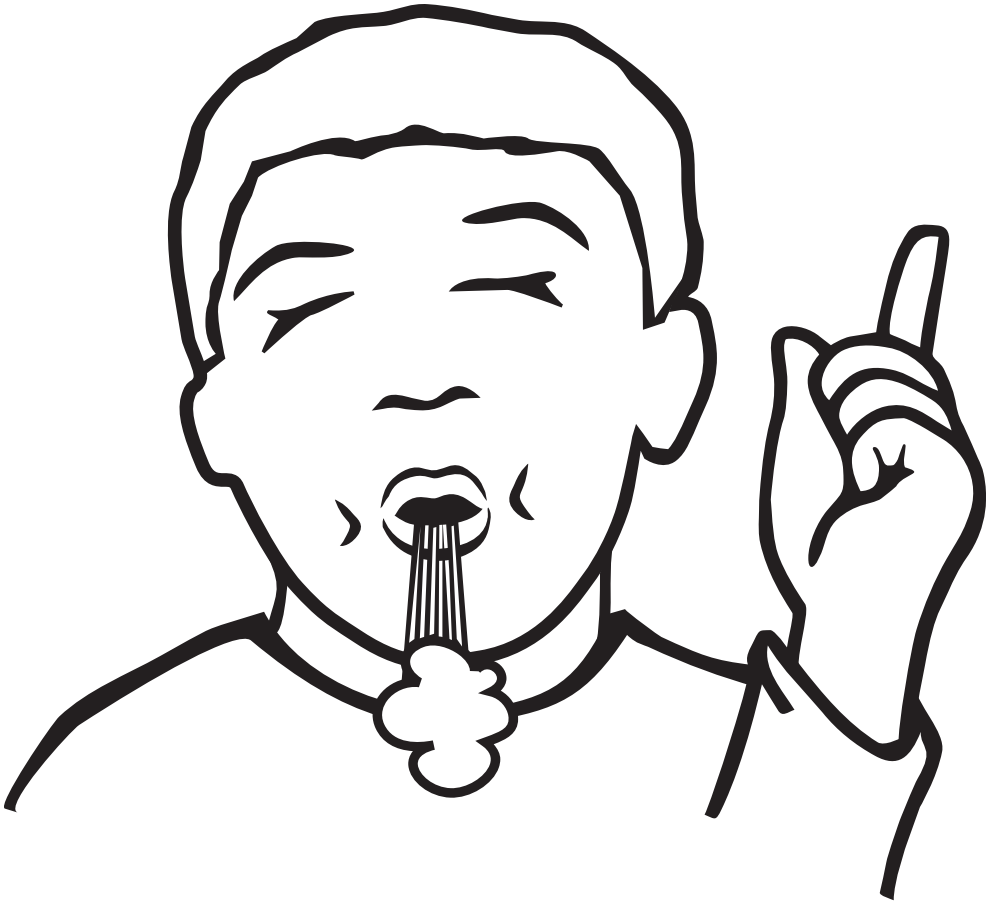
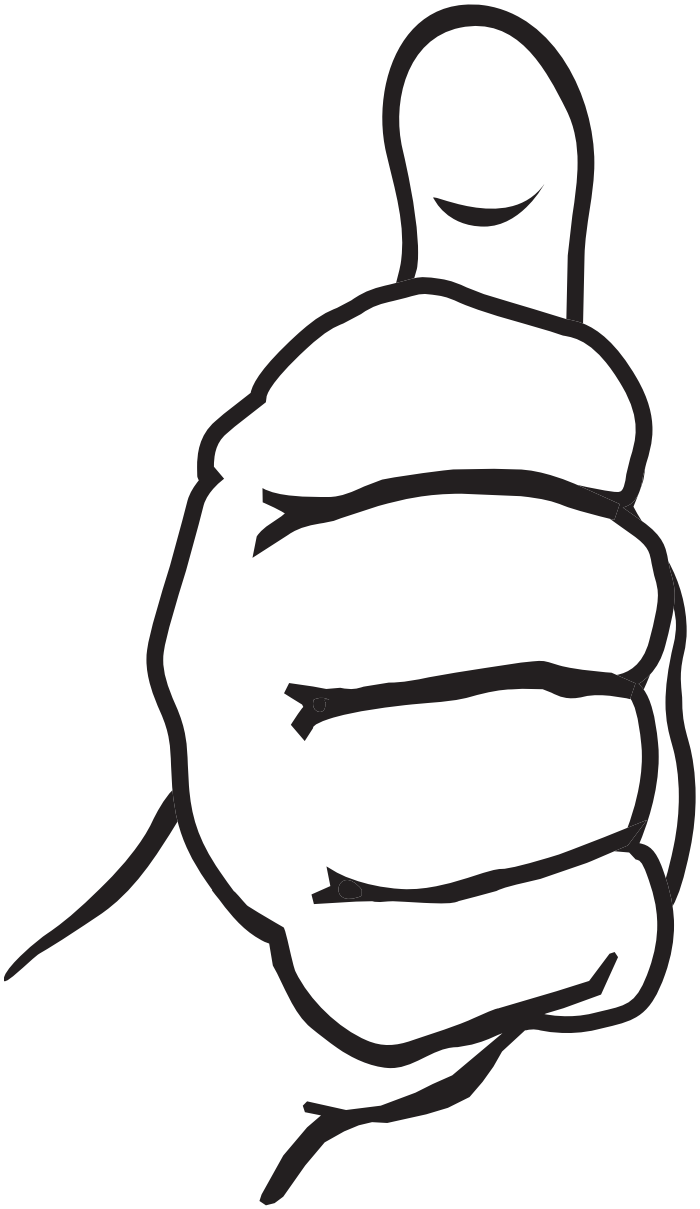
Breathe in.
1-2-3-4-5
Breathe out.



I am Cool!



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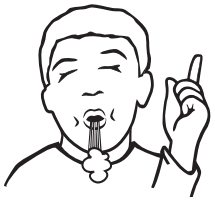
Stop and Stay Cool Steps

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!	

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

Materials

FOR THE TEACHER

Chart paper
Class poster of "I" Messages
Dinner Ladies Don't Count by Bernard Ashley

FOR THE TEAMS

"I" Messages scenario cards

Active Instruction

Say: *Over the past few days we have been working on ways to become great team members. When we have a problem, there is a 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
I feel angry	when you call my mother names	because it seems as if you don't care about me
I am sad	when you do not listen to me	because it seems as if 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.

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

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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 specific>
When you bug me <No, not specific enough>

My 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 as if....

I feel sad when you don't talk to me because it seems as if....

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.

A positive "I" Message will increase the chance that a behaviour will be repeated.
e.g. I feel proud when you help your sister, because it seems like you are a good helper.

I feel happy when you listen so well because it seems as if you are interested in the class.

Give several positive "I" Messages to the class.

READ THE STORY
Read from page 18 to the end of chapter 3.
Ask the children:

1. **As you read, how is Jason feeling and where could he have stopped and cooled down.**

2. **How is Donna feeling and why does Jason wanted to spoil her model?**

3. **What will Miss Smith do now?**

Ask the children to write an "I" Message for Jason to say to Miss Smith about how he was feeling when he arrived at school.

Ask the children to write an "I" Message that Donna could say to Jason after he broke her plasticine model.

T e a m w o r k

1. Give each team a set of scenario cards.

2. Have each team create an "I" Message for each scenario.

3. 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 took Susan's ball.	Sally wouldn't share her book with Richard.
Jack knocked Jason's books onto the floor.	Jane called Kim a name.
Tyrone got in front of the queue at lunch.	Sam did not return Sara's book.

"I" Messages

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

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Solutions to Conflict

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.
- Respond appropriately to teasing or provocation.
- Use words and behaviour that have a positive affect on others.

ASSESSMENTS

- Complete Think it Through sheet

Materials

FOR THE TEACHER

Paper
Pens
Dinner Ladies Don't Count by Bernard Ashley
Conflict Stopper graphics

FOR THE CHILDREN

Think it Through sheets

Advance Preparation

Prepare Conflict Stoppers chart

Teaching the Lesson

Setting the Stage

Say*: Today we will discuss solutions to conflict.*

Active Instruction

Say: *Yesterday, we continued to read Dinner Ladies Don't Count. In this story Jason has a problem. What is his problem?*
Donna also has a problem. What is her problem?

Teamwork

- Hand out Think it Through sheets to every child.

- Divide the teams. Half of the teams will pretend they are Jason and half will pretend they are Donna.

- Have each person complete a Think it Through sheet.

- Share solutions with the team and come to a team consensus on what Jason or Donna should do.

- Have teams share solutions. Record major ideas on the Conflict Stopper chart. (Make sure ideas in bold are on chart.) Use icons.
  1. Share
  2. Take Turns
  3. Apologise
  4. Get Help
  5. Ignore
  6. Make Amends

Put the chart up in the classroom where all the children can see it.
Let the class know these are all ideas we can use when we have conflicts.

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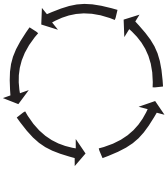
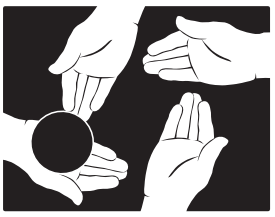
Conflict Stoppers

Share



Take Turns



Apologise

Get Help

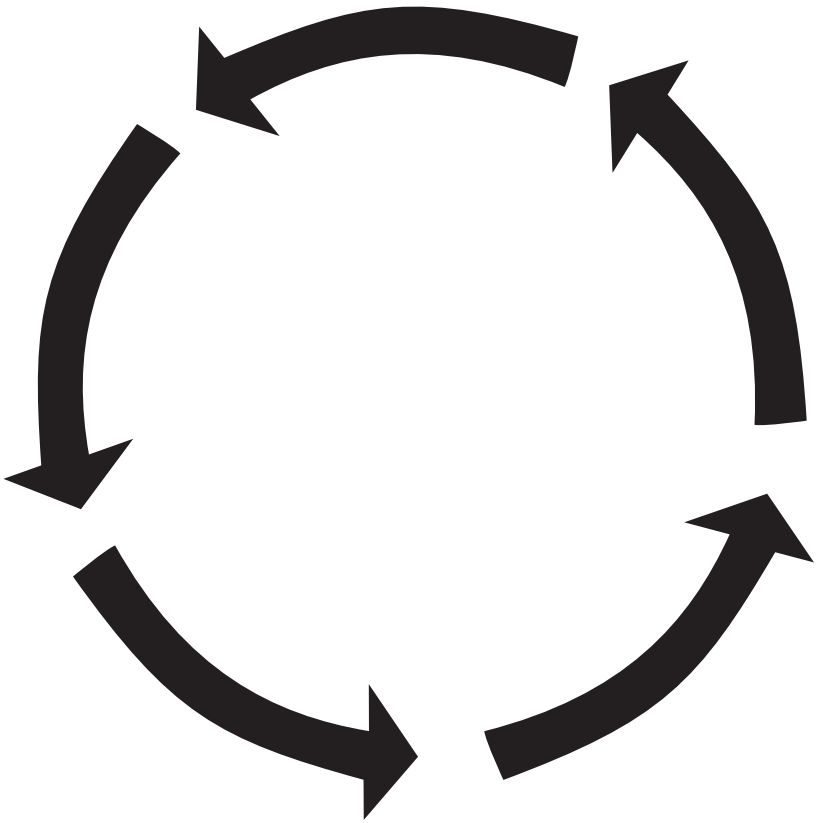
Ignore

Make Amends

Now that we have discussed what we think the characters should do, let's read the rest of the story and see if we can discover what Jason and Donna are going to do.

1. **What did Jason do to solve the problem of the missing cards?**
2. **What did the Dinner Lady think Jason was doing at first?**
3. **Did the Dinner Lady have the wrong impression of Jason?**
4. **What did she mean by "Give a dog a bad name? "**

Share



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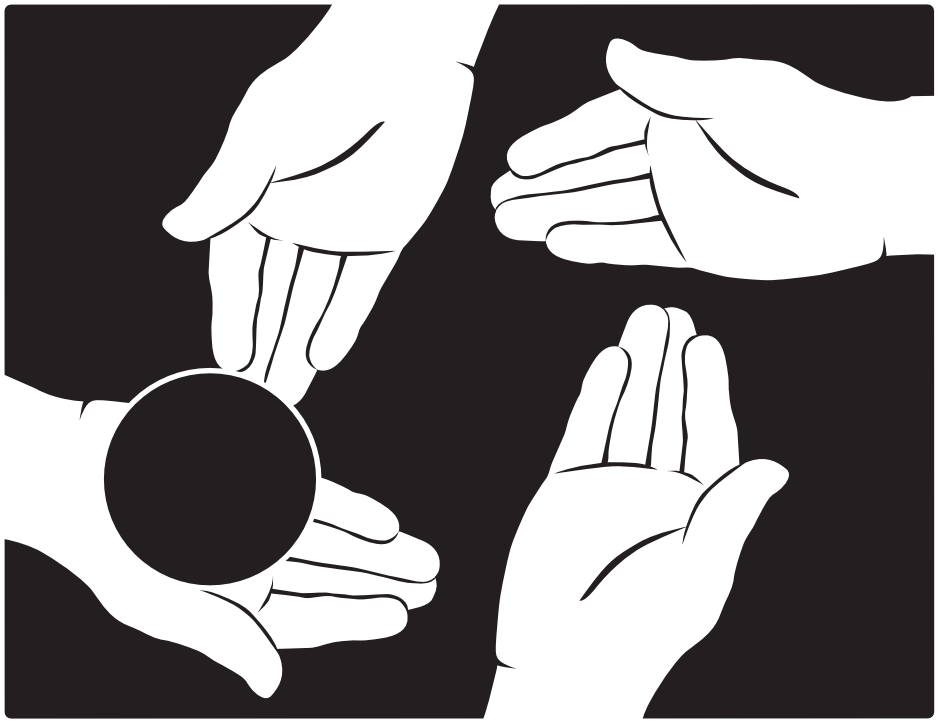
Take Turns



Apologise

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Get Help

Ignore

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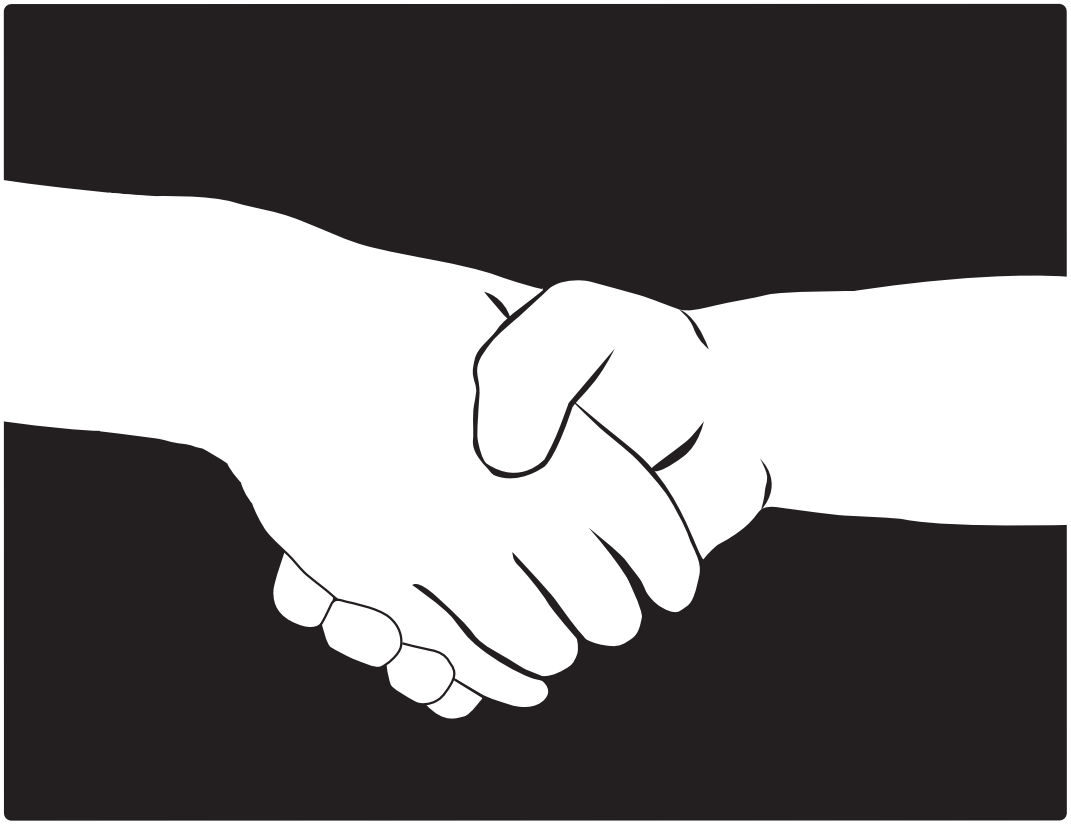
Make Amends



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 *Dinner Ladies Don't Count*
- Choose a solution for a problem by following the Footsteps to Friendship

ASSESSMENTS

- Pupils will write "I" Messages to complete the Footsteps to Friendship

Materials

FOR THE TEACHER

Paper
Pens
Footsteps to Friendship overhead

FOR THE CHILDREN

"I" Message sheet
Footsteps to Friendship sheet

Advance Preparation

Read the guidelines for Footsteps to Friendship in the Introduction to this manual.

Teaching the Lesson

Active Instruction

- Review what has happened in *Dinner Ladies Don't Count.*

- Say: *One problem that Jason had in this story was his inability to tell people how he felt.*
  Miss Smith couldn't think of the right words. 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
I feel angry	when you call my mother names	because it is as if you don't care about me.
I am sad	when you do not listen to me	because it seems as if you don't respect me.

- *In your teams, write an "I" Message that:*
  - Jason would say to Miss Smith
  - Donna would say to Jason
  - Jason would say to his mum

  Each team can do a different one.

- Have a team spokesperson share their team "I" Message and write it on a chart.

- Show the Footsteps to Friendship overhead.

When we have a Circle Time meeting we will discuss problems in a certain way. The goal of all our discussions is to end up in the Win-Winners Circle. 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

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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.

T e a m w o r k

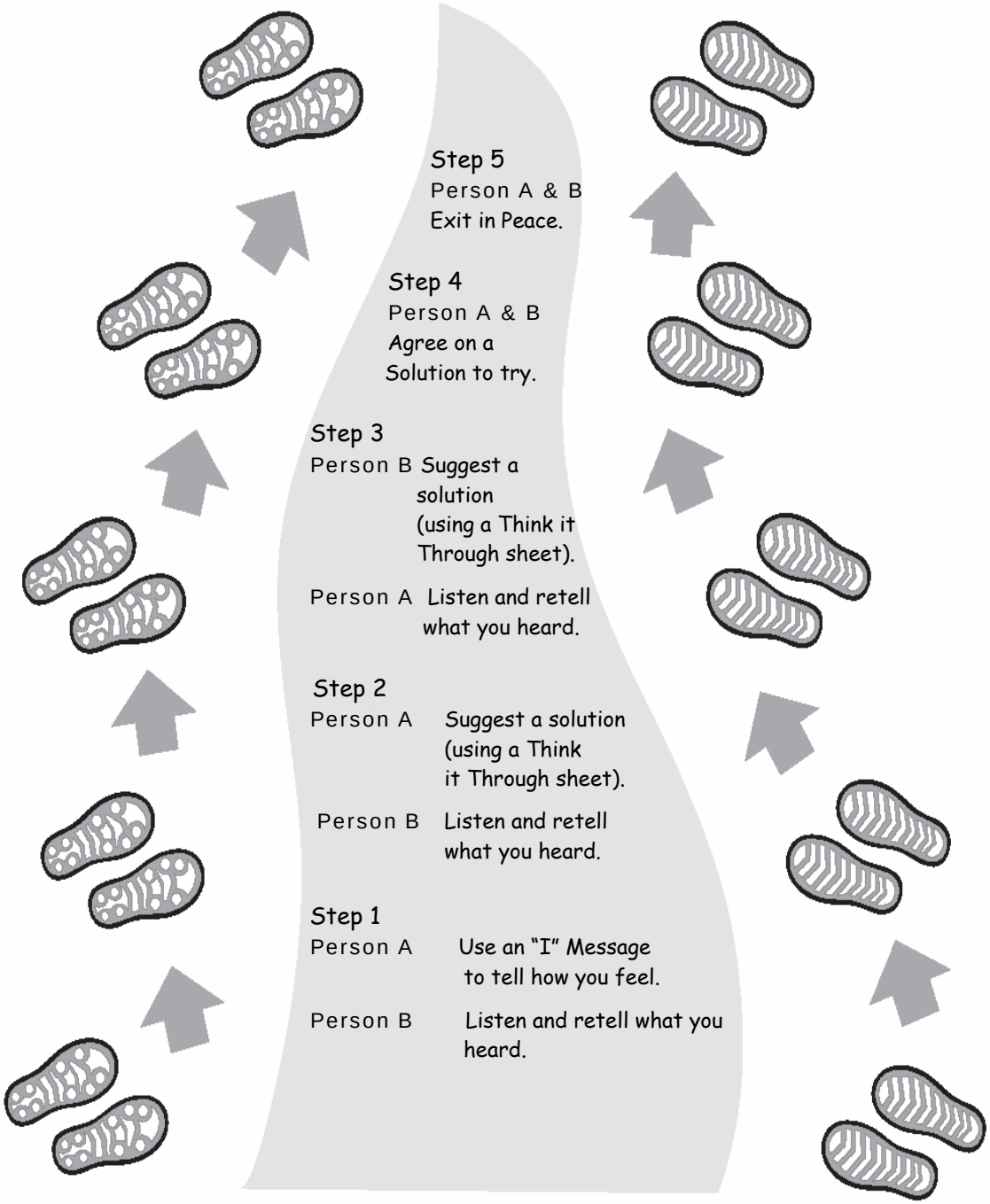
- Choose a volunteer to pretend to be Jason. Role play Jason going through the Footsteps to Friendship. (Teacher should lay out the Footsteps to Friendship if possible on the floor for the pupils to follow.)

- Choose volunteers to role-play others using the Footsteps to Friendship.
    a. Donna
    b. Miss Smith

REVIEW
Ask children to write about a time they could have solved a problem differently.
Explain the problem and solution chosen and then suggest what solution could have been chosen to solve the problem better.

Footsteps to Friendship

Exit



Step 5
Person A & B
Exit in Peace.

Step 4
Person A & B
Agree on a
Solution to try.

Step 3
Person B Suggest a solution (using a Think it Through sheet).

Person A Listen and retell what you heard.

Step 2
Person A Suggest a solution (using a Think it Through sheet).

Person B Listen and retell what you heard.

Step 1
Person A Use an "I" Message to tell how you feel.

Person B Listen and retell what you heard.

Person A

Enter

Person B

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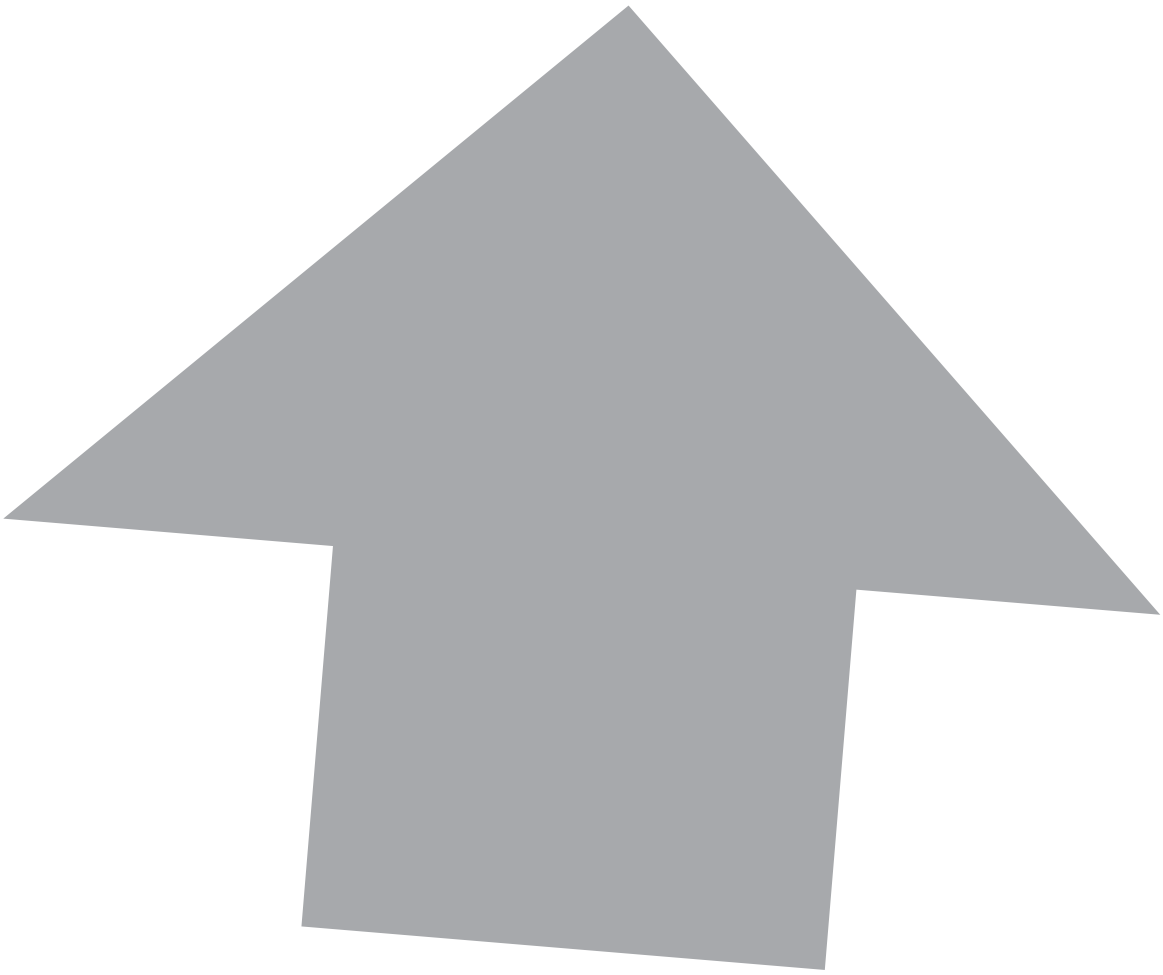

STEP 1:

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

BLUE Listen and retell what you heard.

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STEP 2:

RED Suggest a solution. (Think it Through)

BLUE Listen and retell what you heard.

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STEP 3:

BLUE Suggest a solution. (Think it Through)

RED Listen and retell what you heard.

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STEP 4:

RED Agree on a solution.

BLUE Agree on a solution.

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STEP 5:

Shake hands and exit in peace.

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