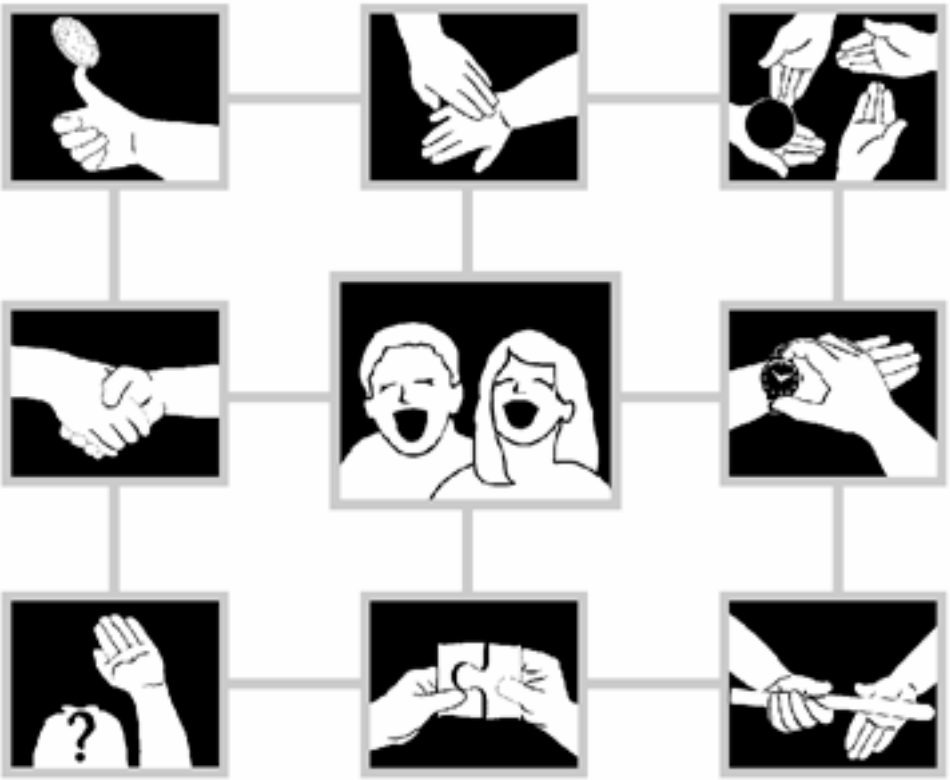
Getting Along Together



Year Three

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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

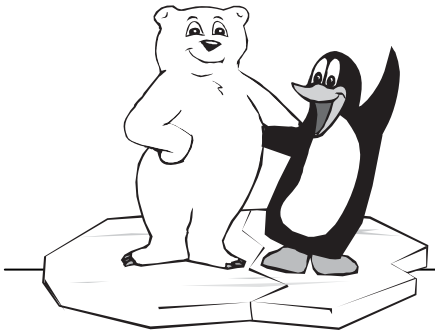
Practice situations can be taken from novels, stories, videos, films, TV, real-life examples, scenarios and plays written by children. However, in the initial practice sessions, it is advisable to start with "neutral" material that doesn't identify or point fingers at any of the children.

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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Meeting Each Other

Outcomes

Children will get to know one another and behave in ways that promote successful interactions with others.

Indicators

Children will identify specific qualities about themselves that are the same or different from their classmates and demonstrate co-operative behaviour.

BENCHMARKS

Children will:

- Identify ways that they are alike and different from the other children.
- Understand classroom rules and procedures

Materials

For the Teacher

Classroom standards chart

A story to read to the class about people who are different

For the Children

Puzzle pieces

Team Score Sheet per Team

Advance Preparation

- Cut out puzzle pieces

Teaching the Lesson

Setting the Stage

Say: *Today we will talk about having a caring classroom by getting to know each other a little better.*

Active Instruction

Have the children sit in a big circle. Tell the children: *For us to be a caring classroom, we need to understand that we are all both the same as one another in some ways and different from one another in others. These qualities make us who we are. We are all special*
We are going to find out how we are the same and how we are different. I am going to say something, and if it is something that describes you I want you to stand up.

For example, if I call out "my favourite colour is blue", all the children whose favourite colour is blue will stand up:

My favourite food is pizza
My favourite sport is football
My favourite colour is red
My favourite TV programme is Tweenies / Blue Peter / Neighbours (or choose a current popular programme)
My favourite thing to do at home is play computer games
My favourite season is summer

Add other examples that suit your class if time permits.
After finishing the exercise tell the class, *We now know some ways that we are alike and ways that we are different from one another. In order for us to be a caring classroom, we need to appreciate all these qualities especially when we work in teams.*

TEAMWORK

1. Give each child a puzzle piece. (All have four pieces and there are two with five pieces if needed).
   Have the children walk around to find the other children with pieces from the same puzzle.

   Once they have found all their pieces and made their picture, they can find the table with the same picture on it and sit down.

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2. Have the children introduce themselves by saying:
   "My name is_____ and I like _____."

   They need to use the first letter in their name to come up with something they like (for example, my name is Michael and I like milkshakes),
   or the children may simply go round and introduce themselves and tell each member of the team their favourite food.

3. Explain that 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.

To be a successful team member all children have to remember the **Co-operative Learning Standards which** all teachers will be using in Success for All lessons.

They are:

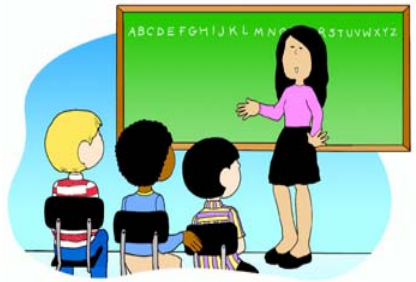
- Practise Active Listening
- Help and Encourage Each Other
- Everyone Participates
- Explain Your Ideas and Tell Why
- Complete Tasks

Tell the children that you will be looking for teams who use these co-operative learning strategies and that you will be giving team points when they do.

If you have time read the children a story about people who get on with each other even though they may be different. Lots of PSHCE stories will be appropriate.

As you read the story to the children ask them questions to ensure that the children understand the content.
Also ask questions that refer to feelings and people caring for each other.

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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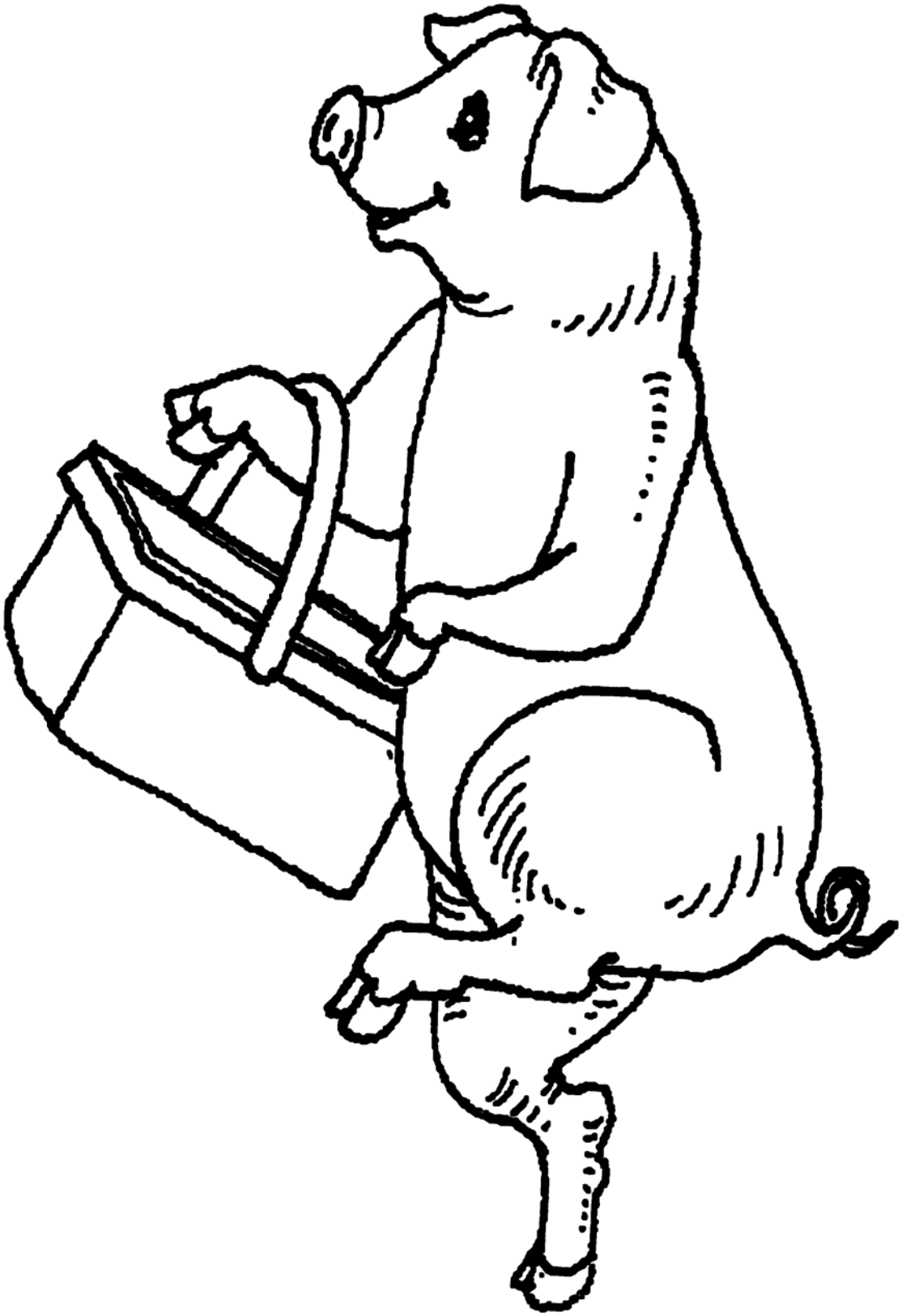
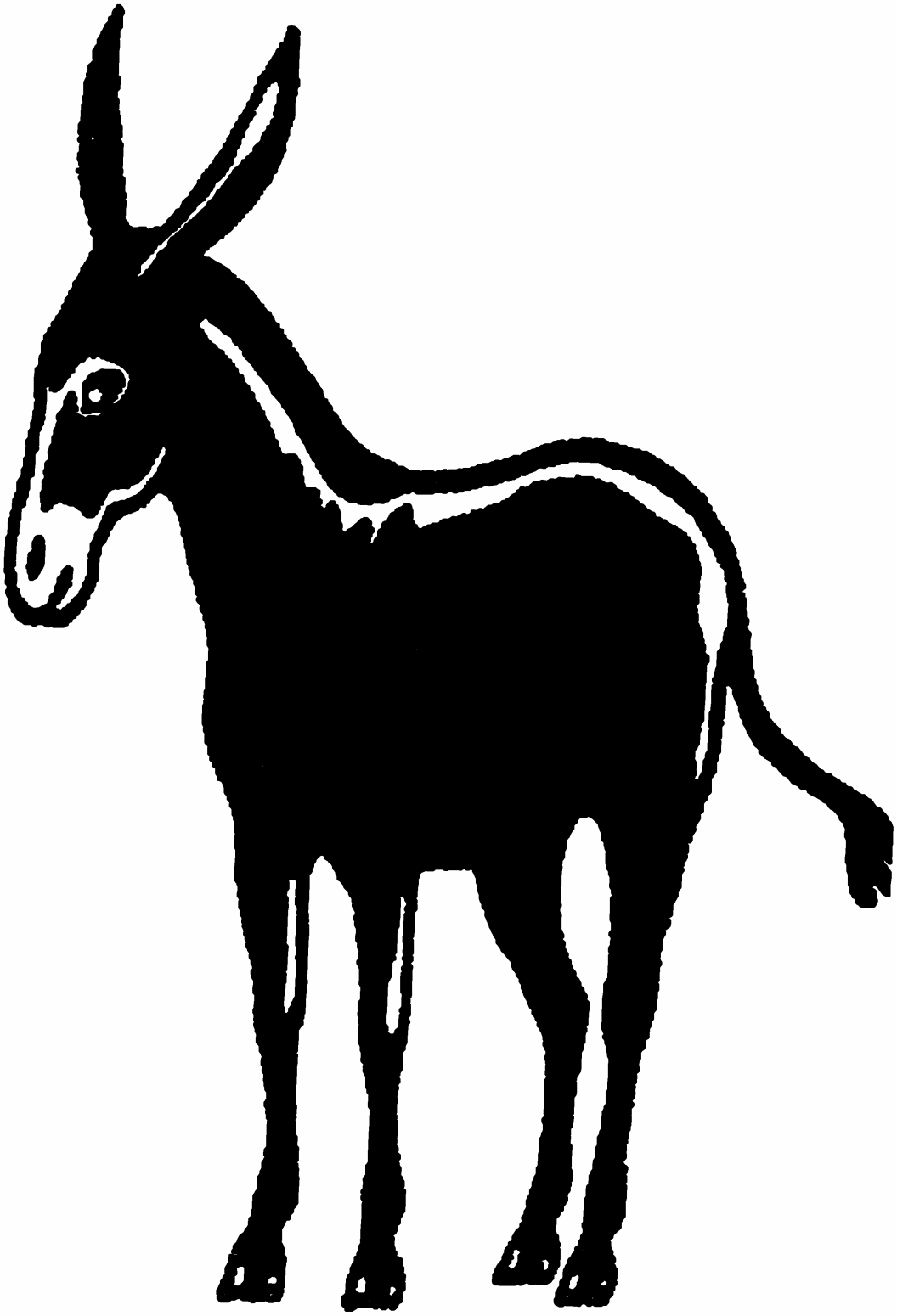
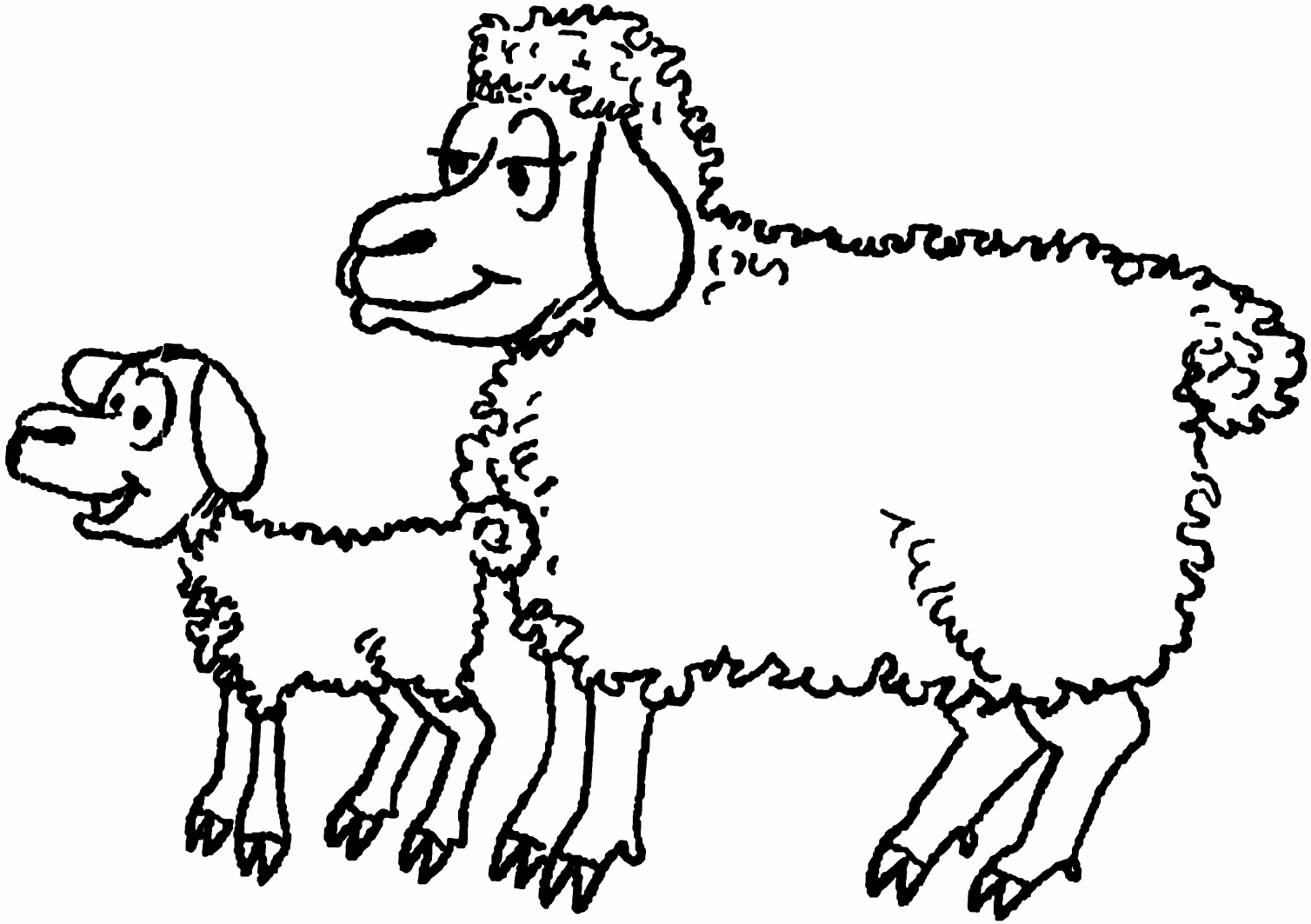
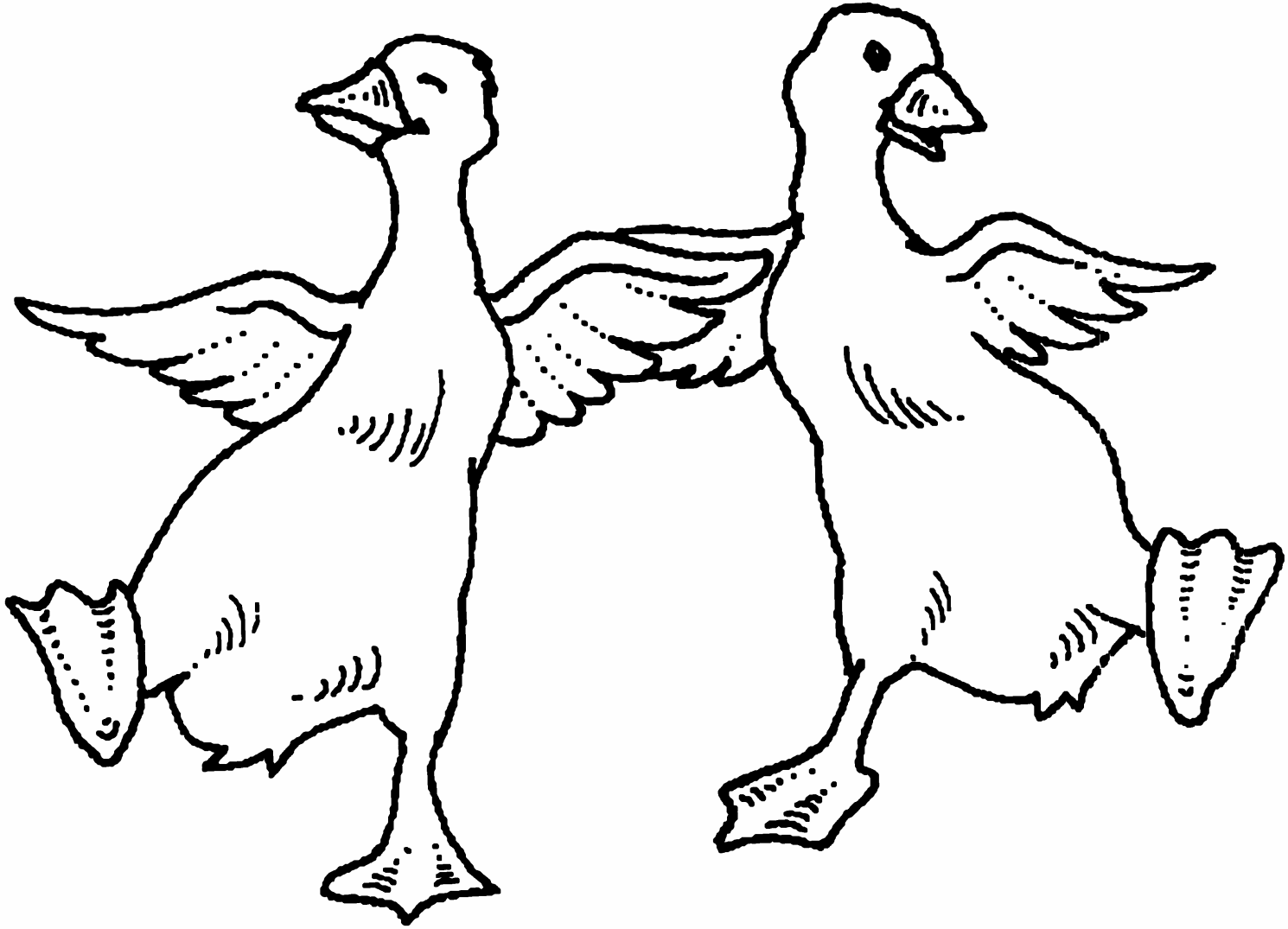
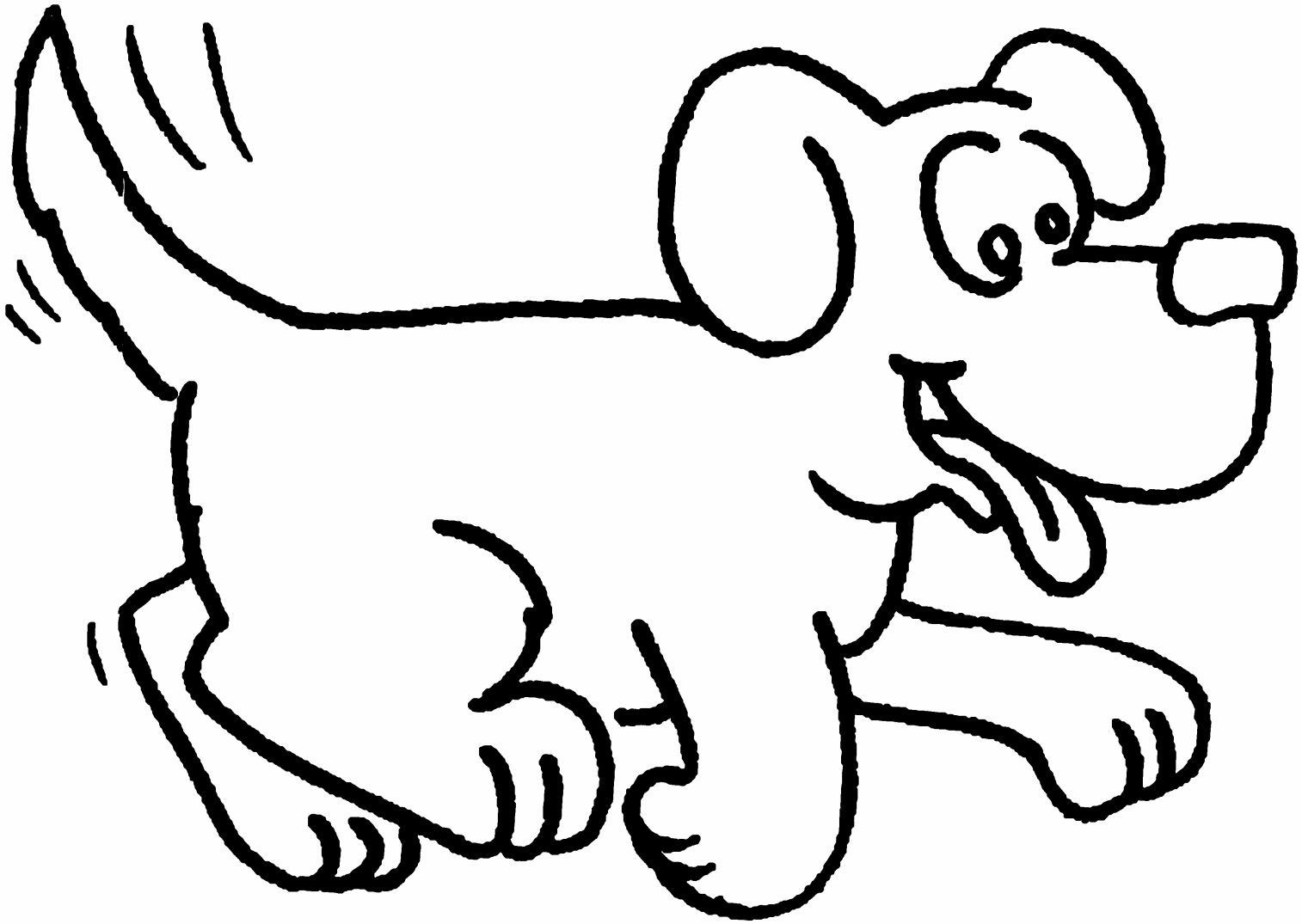






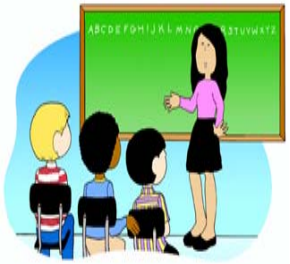




Co-operative Learning Points

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						

The Importance of Listening

Outcomes

Children will demonstrate a positive attitude towards listening. Children will behave in ways that promote successful interactions with others.

Indicators

Identify the different reasons for listening.

BENCHMARKS

Children will:

- Demonstrate attentive behaviour during listening activity.

ASSESSMENTS

- Listening journal
- Listening web

Materials

For the Teacher

Chart paper
Pens, Pencil
Book
Apple
Paper
Stapler
Plastic container with lid

Teaching the Lesson

Setting the Stage

Ask the children to sit in their teams with a web-graphic organiser and different colour markers.

Teamwork

1. Ask the teams to think about why listening is important. (Think Time)

2. Ask each person on a team to quickly share his/her idea by writing with a different colour pen on the team's graphic organiser.

3. Ask the teams to share their webs about why listening is important.

4. On chart paper, write their ideas. Some ideas may include:
   - to become informed
   - to perform a task (following directions)
   - for directions to get somewhere
   - to be entertained
   - to respond appropriately
   - to show respect.

Active Instruction

Say: *We have learned many reasons why it is important to listen. We will be talking about the importance of listening this week. We will also learn different skills that will help us be better listeners.*

Now we are going to play a game where you are going to need to listen very carefully. I am going to ask all of you to put your heads on your desk, close your eyes and open your ears. I will be making a noise and you need to guess what I am doing. As soon as you have a guess raise your thumb.

1. Ask the class to put their heads down and close their eyes and then begin to make a noise. Possible noises include:
   - Sharpening a pencil
   - Crumbling paper
   - Opening a drawer
   - Opening a cupboard door

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- Closing a book
- Taking a bite out of an apple
- Stapling some papers
- Opening a plastic container

2. After each noise, call on children to share what they think the noise was.

3. Ask the class, what they had to do to really listen. Sometimes what we think we hear isn't always right! Highlight that to listen accurately is hard work.

Review

Remind the class of the importance of listening.

Extension Activities

Play Simon Says. Ask children to stand by their desks and respond only when Simon says. Play until there is only one child left.

Ask the children to close their eyes for a minute or two and then write down all the different sounds they heard.

Listening Position

Outcomes Children will learn effective strategies to increase their aural comprehension.

Indicators Develop listening skills.
Compare and contrast listening versus non-listening positions.

BENCHMARKS

Children will:

- Identify components of the good listening position.
  Sit still
  Don't talk
  Look at the speaker
  Hands on lap

- Demonstrate the listening position when given the Active Listening Signal.

ASSESSMENTS

- Team charts, self report, observation

Materials

For the Teacher

Team listening worksheets
Listening icons
Listening chart
Watch Out, Wilf! by Jan Fearnley

For Teams

Looks Like / Sounds Like Chart

Teaching the Lesson

Getting Started

Have the children sit either in teams or in a circle (whichever way suits your class).

Say: *We have been talking about how important good listening is. Today we will look at what good listening looks like and sounds like.*

1. Ask for a volunteer to help you with a demonstration. You need a child who can talk about his/ her summer/ holiday for one or two minutes.

2. The teacher will listen - but show very poor listening behaviour.

3. Stop and ask the speaker how he/she felt? (you weren't interested, did not care what I was saying).
   Did the child think you were listening. If not ask what you were doing that showed you were not listening.

4. Ask the class what they saw.

5. Ask the child who was talking to give you another chance and talk about their summer holiday again. This time demonstrate good listening behaviour.

6. Stop and ask the child questions 3 and 4 again.

Teamwork

If you feel the children are capable of working in their teams have each team complete the Looks Like / Sounds Like listening sheet. As the teams report back make a class poster of Active Listening skills.

Tell the children*: In order for us all to be active listeners, we will need to practise 4 listening skills".* Show the children the 4 icons and explain each one. Have the children practise the skills.

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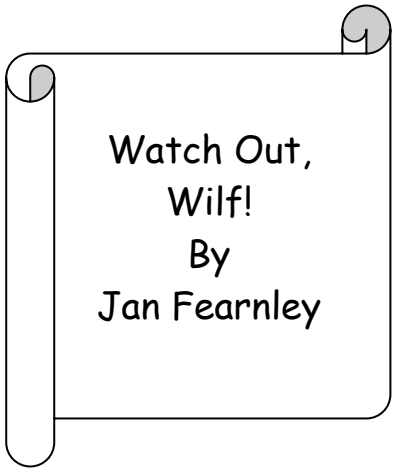
Say*: Whenever I need you to get into the Active Listening Position, I will use this signal* (cup your hand around your ear).

Have the children talk in their teams and then give them the Active Listening Signal.

S T a R S t o r y

Make sure everyone is in his/ her Active Listening Position.
Today we will begin reading our story called Watch Out, Wilf!.(Read to the end of page 16)
Let's look at the cover. Is Wilf paying attention to what he is doing? How can you tell?



Page 1: **What do we know about Wilf?**

Page 6: **Did Wilf fall over because he was naughty?**

Page 10: **What do you think will happen?**

Page 12: **Why did Wilf's mum wish that he'd listen to her?**

Page 13: **Do you think Wilf will listen now?**

Page 16: **Do you think Wilf's mum is cross with him? Would you be cross?**

REVIEW
How can you tell if someone is really listening to you?
Review the Listening Position.

Stop the class several times during the day and give them the Active Listening Signal.

Listening Worksheet

Looks Like	Sounds Like

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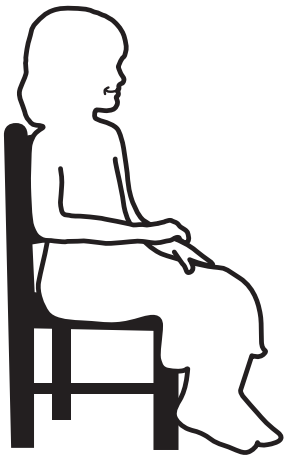
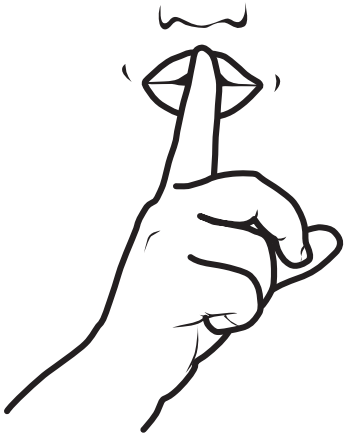
Active Listening Position

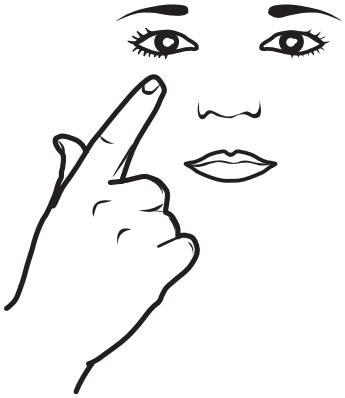
Sit Still



Don't Talk

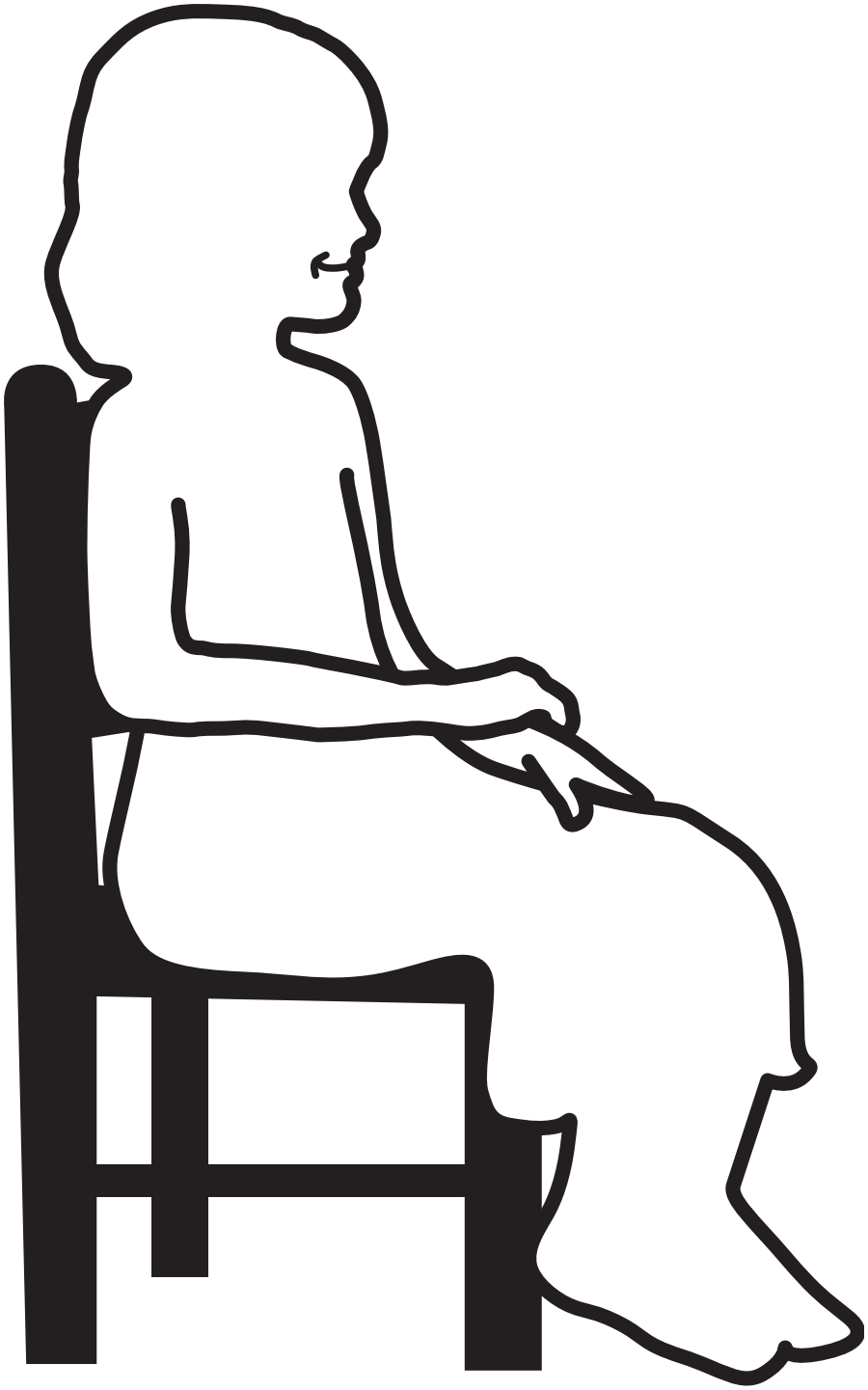


Look at the Speaker



Hands on Lap

Sit Still



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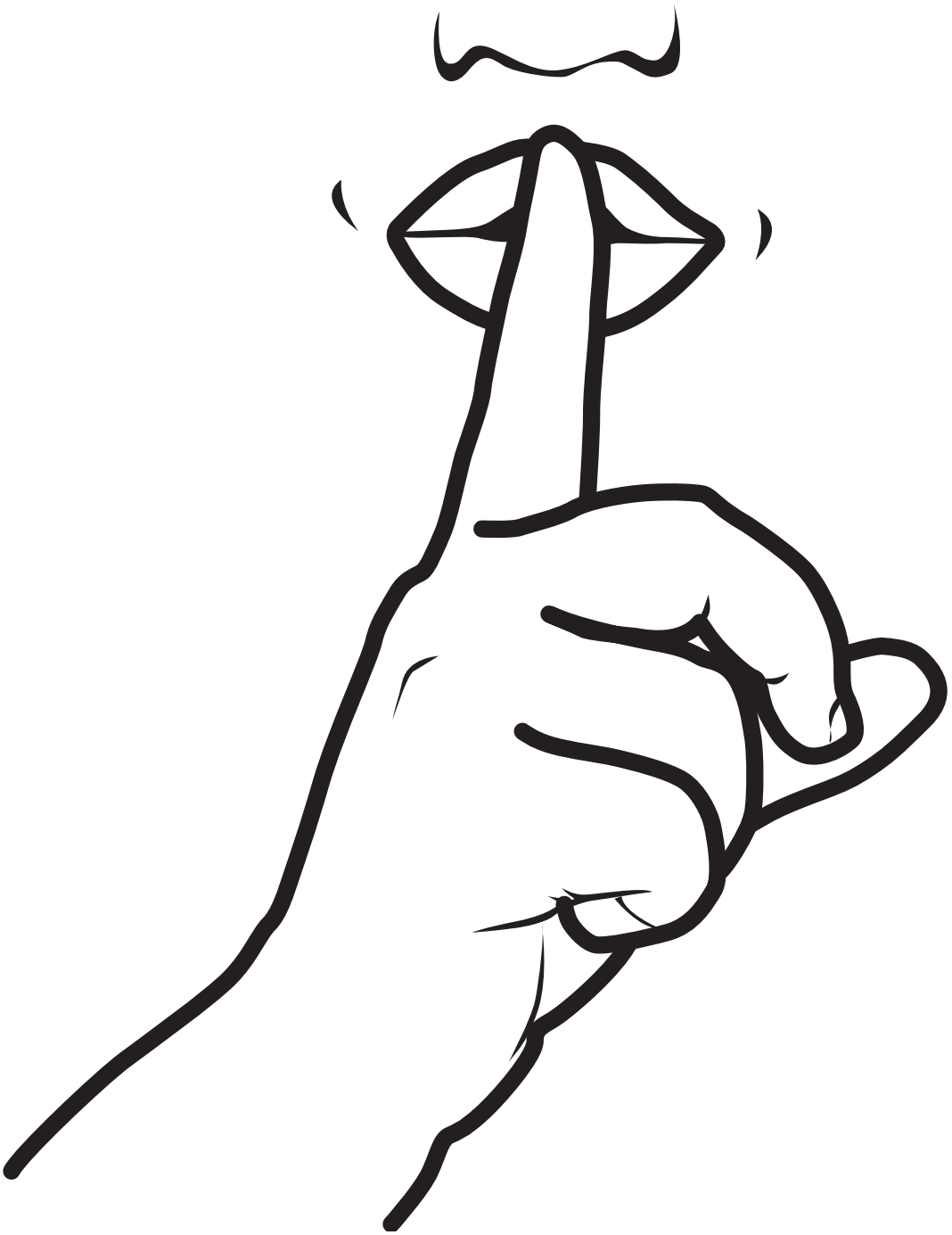
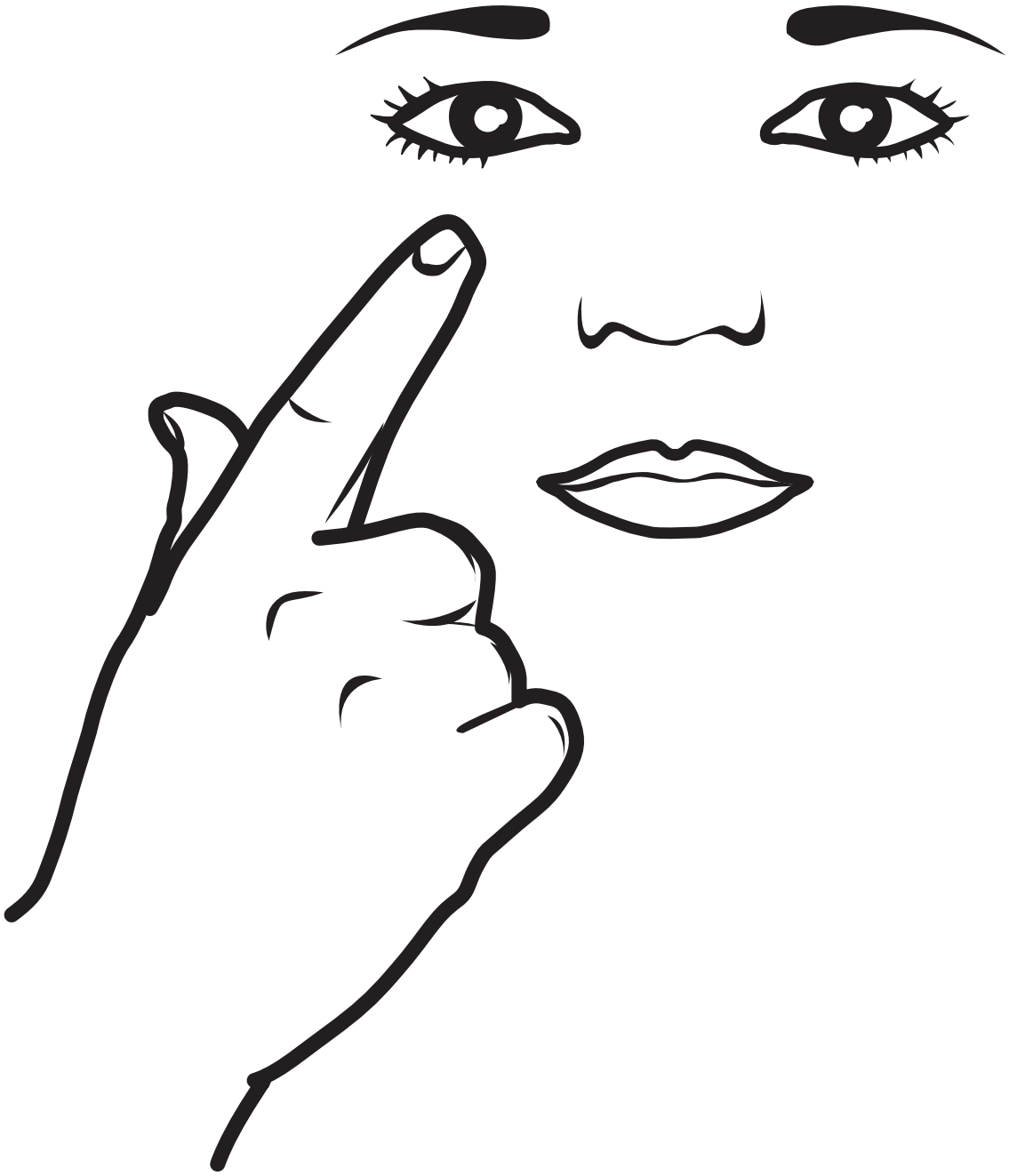
Don't Talk



Look at the Speaker



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Hands on Lap

Concentration and Asking Questions

Outcomes Pupils will learn effective strategies to increase their aural comprehension.

Indicators Increase accuracy of aural comprehension through concentration and asking questions.

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: Active Listening and Concentration.
- Learn the importance of asking questions to enhance their listening.

Materials

For the Teacher
Listening chart
Watch Out, Wilf! by Jan Fearnley
Concentration icon
Asking Questions icon

Teaching the Lesson

Setting the Stage

Review the Active Listening Position. Ask the children to describe what good listening looks like and sounds like. Ask them to show you their best listening Position when you give the listening signal.

Say: T*oday we are going to practise another skill that will help us become better listeners.*
It is called ***concentration.***

Can anyone tell me what concentration means?
Write responses on the board.

In order for us to be good listeners, not only do we have to have a good listening position, but we also have to concentrate on what the speaker is telling us.

READING THE STORY
Today we will continue reading Watch Out, Wilf!. *I want you to use your Good Listening Position and CONCENTRATION.*
I want you to listen to how many times characters in the story didn't listen to each other.

Watch Out, Wilf!
By
Jan Fearnley

Page 16: Do you think Wilf finds it easy to be sensible?
Page 20: Is Wilf having fun?

Page 22: Does Wilf need to start listening?

Page 23: Why did Wilf think his mum might be sad? How did he decide to cheer her up?

Page 24: Do you think Wilf loves his mum a lot?

Page 25: Is Wilf rushing about now? Why not?

Page 27: What do you think will happen now?

Page 31: Which characters didn't listen to each other? Do you think things will be different now?

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T e a m w o r k

Have the children work with a partner. Partner A will retell a part of the story to partner B. B will practise the Active Listening Position and concentration skills. Then change roles.

Discuss how it felt. What did your partner do that let you know he / she was listening.

ACTIVITY

Have the children sit on the floor in front of you.
We will now learn how Asking Questions is another skill to help us become better listeners.

Active Instruction

1. Use Active Listening signal.

2. Say: *Today we are going to learn other ways in which we can learn to improve our listening. What do you do if you don't understand what someone says?* (Ask them to repeat themselves, ask other questions to clarify, or repeat what you heard to make sure that is what they said.)

Highlight that asking questions is one way to make sure we understand what someone is saying. We are going to play a game to find out how asking questions can help us.

HIDDEN TOY

Take a small toy or object and hide it in a box, or cover it with a piece of cloth. Tell the children that there is something hidden in the box and that they need to find out what it is by asking questions. Start by giving them a clue, i.e. it is something that can go fast. Guide the children so that they ask questions, but don't allow them to call out what they think it is from the beginning. Remind them that it is very important that they listen to the questions their classmates ask, and to the clues you give them. When they guess what the object is, congratulate them on their ability to ask questions. If time permits, hide another object or toy. Allow some children to take on the role of teacher.
Add the Asking Questions icon to the chart.

4. There are 5 question words we will be using that help us understand what we are reading or what we are going to read.
   They are:

Who	Where
What	Why
When	

Let's use some of these words to help us remember the story we read today.

Ask the children:
Who was in the story we read?
Then ask:

What……

Where…

When…..

Why… questions.

REVIEW
Why is concentration an important listening skill?
How can asking questions help us?
Review with the class that it takes more to be a good listener than just assuming the listening position.
We need to pay attention and think about what the person is telling us.

Extension Activities

1.Stop during the day and have pupils evaluate their Listening Position and concentration. Discuss their progress.

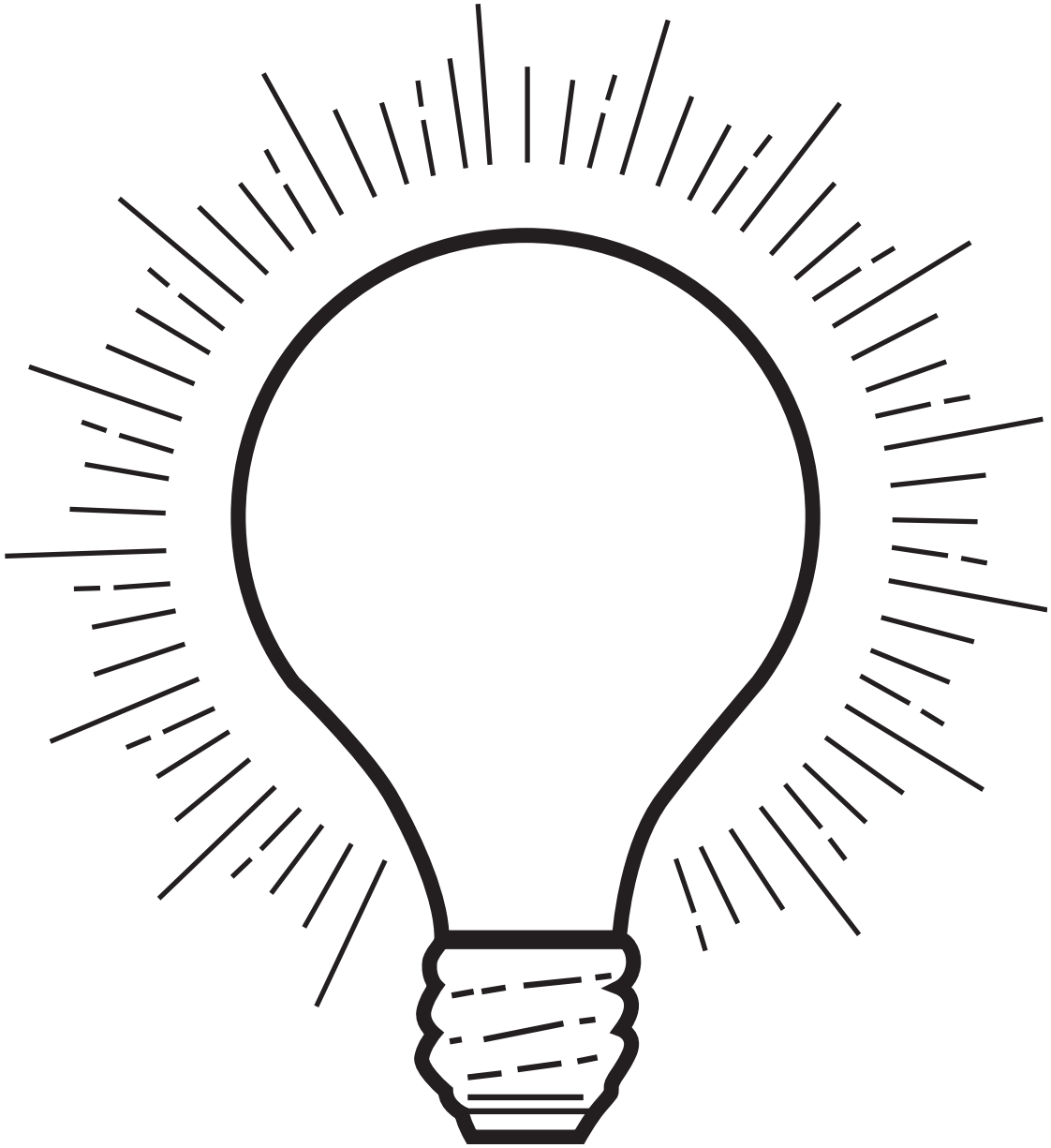
2.Remind the class that there are BONUS POINTS for teams for good listening.

3.Read a list of words and have children clap every time they hear the word 'cat'. Read the list steadily at a rate of one word per second.

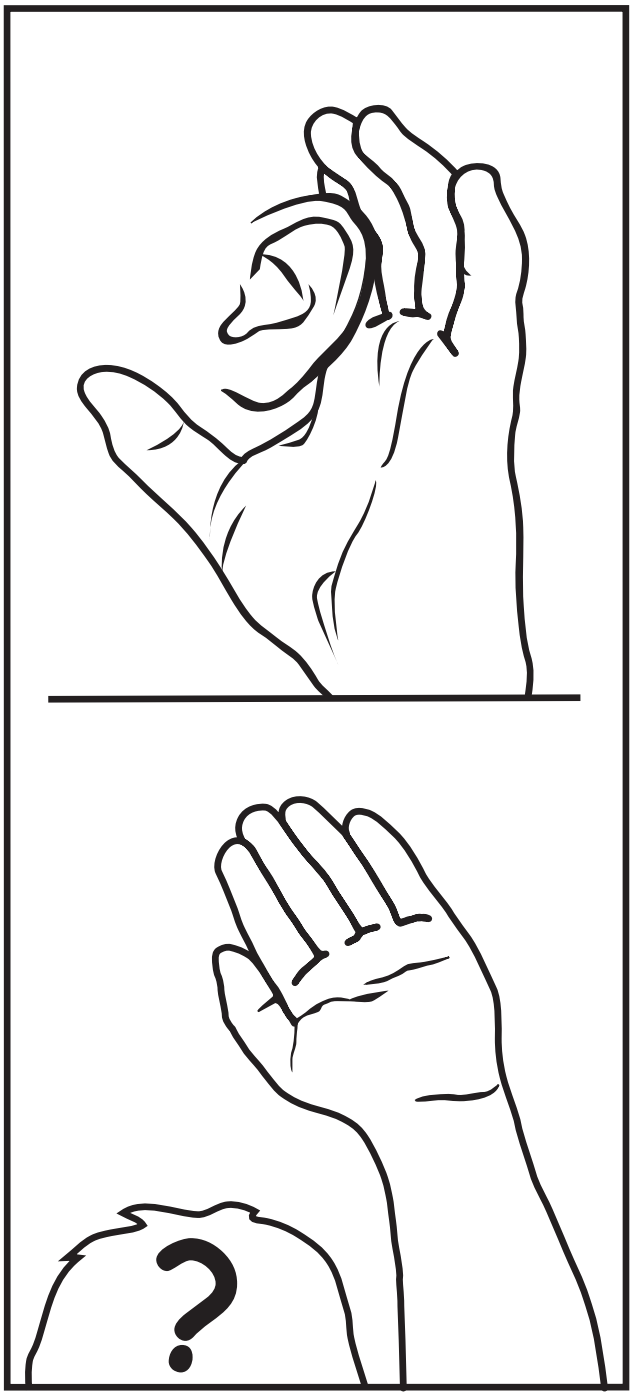
squirrel	cot
Seat	dog
Flash	fish
Catch	cat
Cat	mouse
Dog	cat
Coat	squirrel
Mouse	rabbit
Cat	catch
Fish	cat
Cat	elephant

4.Play a concentration game eg. I Went to Market. Have the children sit in one or more circles depending on the size of the group.

Concentration



Asking Questions



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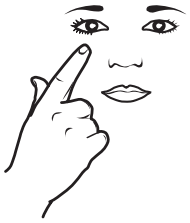
Active Listening Skills

Sit Still

Don't Talk

Look at the Speaker



Hands on Lap

Concentration

Asking Questions

Origins of Conflict

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

Indicators Children will demonstrate co-operative behaviour. Children will understand the origins of conflict.

BENCHMARKS
Children will:
- Define conflict and identify origins of conflict.

Materials

For the Teacher
Chart paper
Markers
Oscar and Arabella and Ormsby
By Neal Layton
Conflict Elevator

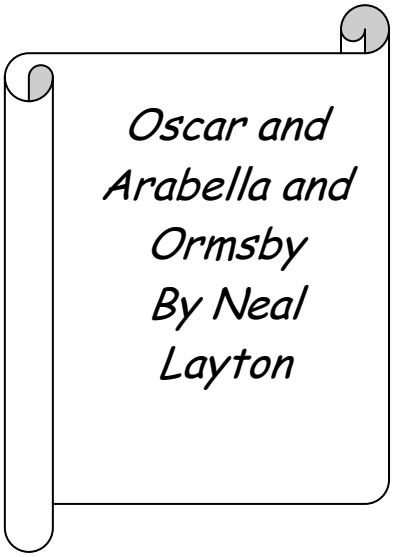
Teaching the Lesson

Setting the Stage

Write in Vocabulary: conflict, elevate, behaviour
Say: Today we will talk about conflict and how our behaviour can elevate a conflict.

STORY INTRODUCTION

Say, "*Look at our book's cover.* The title is "*Oscar and Arabella and Ormsby*".
How many characters do you think this story is about? Look at the characters – what are they?
Do you think the characters are friends? Why?
This story is actually about characters and their conflicts.
Let's read the story to find out what causes their conflicts."



READING THE STORY

Begin reading the story, stopping every few pages to ask predictive and summative questions that will motivate children to recall story details.
Read to the page where Oscar and Ormsby try to flatten one another.

Are Oscar and Ormsby like each other?

Does Arabella like one of them better than the other?

Why did Oscar and Ormsby try to flatten one another?

Do you think this is the best way for people to settle their differences?

What could they have done instead?

Is it possible for people who are not similar to like one another?

Is it possible to have a successful friendship of three people?

What do you think will happen to the friendship now?

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

Discussion

Ask the class to define conflict. (When two or more people have a dispute or a disagreement over something – a problem)

What were Oscar and Ormsby doing to upset each other?
What kind of feelings did they have when they were in conflict?
(Jealous, angry, sad, hurt.)

Explain that everyone has conflicts. *Conflicts are natural. We are all the same in some ways and different in some ways. Sometimes our differences cause conflict and we have to learn to appreciate each other and co-operate to get along.*

Conflict does not have to be bad. Conflicts can produce new ways of doing things and help you learn about yourself and others.

Ask the class to think of ways that Oscar and Ormsby could have prevented the problem from escalating. Use an example from the story to demonstrate.

Dealing with Anger

Say, *We all get angry sometimes but it is the way we deal with it that is important. We can either learn ways to stop getting angrier or we can get crosser and crosser and maybe do things we are sorry about later.*
Do you think the mammoths will be sorry about their behaviour later on?
What do you think Arabella might have to say about it?

Let us think about what makes each of us angry, with your partner fill in the web with things that make you angry.
Take feedback from the children and fill in a big chart on the board or paper.

Say, *Let us think how we can make a conflict with someone bigger or smaller.*
Look back to the page where the mammoths are trumpeting at each other.
Ask the children how a conflict is like a lift. (Explain elevator)
Draw the elevator chart on the board, chart paper or overhead.

Ask the class what makes the conflict go up and down.
(Behaviour-everything you do or say) Explain that every behaviour in a conflict can make the conflict bigger (go up the elevator, or smaller, (go down it).

Teamwork

1. In teams, ask the children to list the behaviour which caused the conflicts to elevate. As teams report, write them on the elevator.
2. In teams, ask the class to describe Oscar and Ormsby's feelings as the conflict went up the elevator. Write these on the elevator. Ask the class what happens as our feelings go up the elevator. (We lose control, do things that make the conflict bigger)

Time for Reflection

1. Discuss the conflict that is natural, everyone has conflicts because we all have different wants, needs, ideas and ways of doing things. Our behaviour – what we do and say – can make our conflicts bigger or smaller. We can feel angry and hurt by our conflicts or we can use them to learn about ourselves and others and learn new ways of doing things.
2. This week we will learn ways to keep conflicts from elevating. (getting worse)

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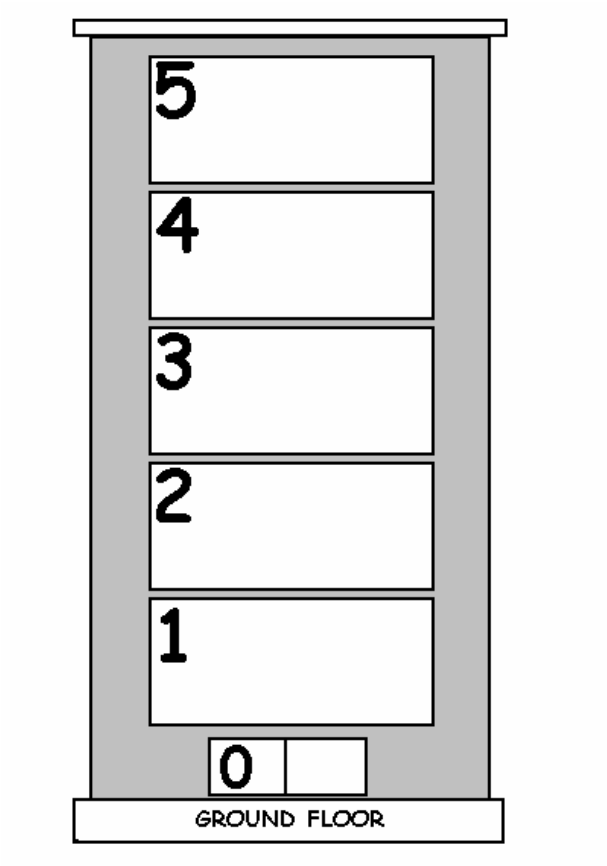

Extension Activities

1. Interview: Have children interview their partners about a time when they had a conflict. Practise listening skills.
2. Have the children use the Conflict Elevator to graph conflicts from reading stories.
3. Use the Conflict Elevator to graph behaviour and feelings in a classroom conflict.
4. Discuss conflicts from current events and identify what causes conflicts.

Name _____

Homework: Origins of Conflict

1. Cut an article from the newspaper or magazine on a conflict that is occurring in the world. Share in class. Discuss why solving conflicts peacefully is important not only in the classroom, but for the whole world.

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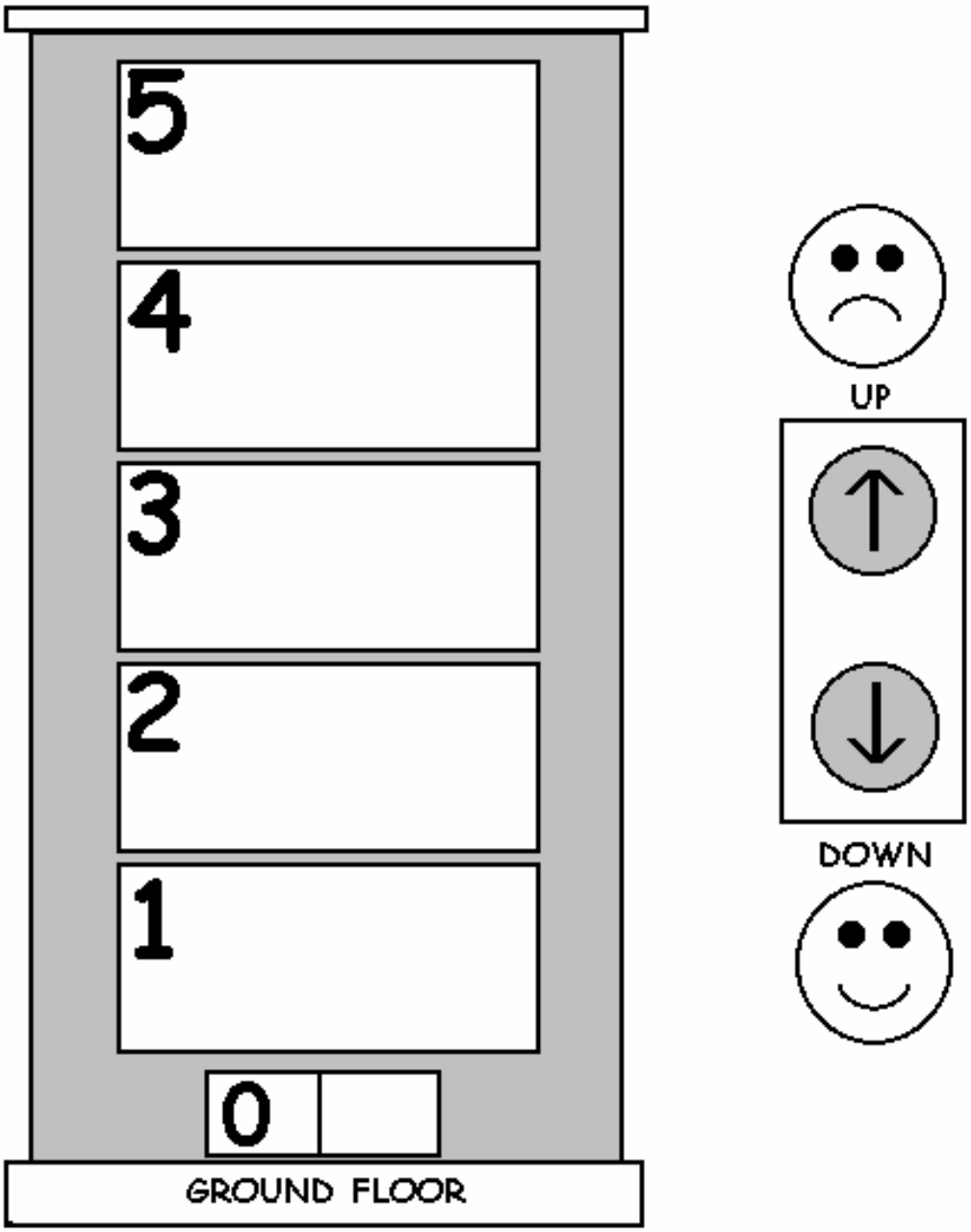
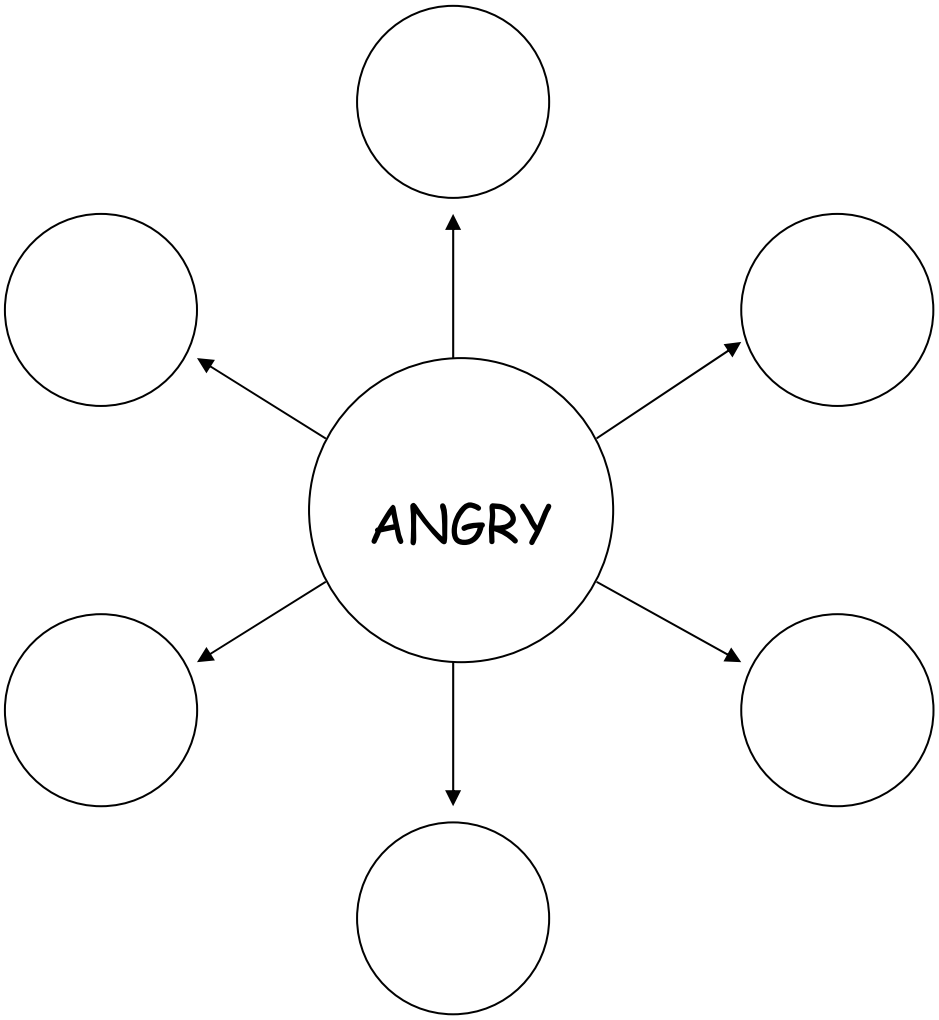
Conflict Elevator



2. Fill in the web with things that make you angry.



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Stop and Stay Cool

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

Indicators Children will understand the dynamics of conflict and skills to prevent conflicts from elevating.

BENCHMARKS

Children will:

- Identify the importance of Staying Cool in resolving conflicts.
- Learn a "Stay Cool" strategy.

ASSESSMENTS

- Role play "Stay Cool" strategy.
- Self-report and observation.

Materials

For the Teacher

Stay Cool Steps Handout

Oscar and Arabella and Ormsby
by Neal Layton

For the Children

Stop and Stay Cool handout

Taking a Break worksheet

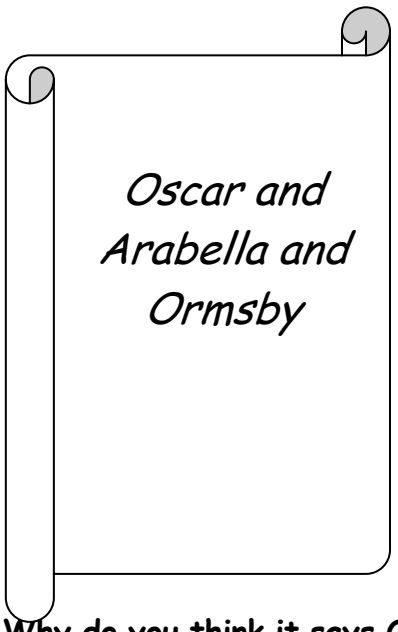
Teaching the Lesson

Setting the Stage

Today we will talk about self-control and cooling down.

Shared Text

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



Story Review

Yesterday we began the story, Oscar and Arabella and Ormsby

Can anyone remember why Oscar and Ormsby were fighting with each other? (They were both jealous of the other's friendship with Arabella.)

Reading the Story (to end.)

Why didn't Oscar and Ormsby notice Arabella slip off?

Why do you think it says Oscar and Ormsby heard Arabella's cry for help (the picture shows the cave man being frightened)?

How did Oscar and Ormsby begin to work together when they needed to rescue Arabella?

How did everyone feel differently about each other by the end of the story?

Active Instruction

1. Explain that every one has conflicts. What we say or do will determine whether the conflict goes up or down on the Conflict Elevator. Our behaviour has consequences and we are responsible for our behaviour. Review what a consequence is (the effect or result of something you do.) Who suffers a consequence? (The person who is responsible or who does the behaviour.)

2. Look at the pictures. Describe how the animals look (their expressions, gestures, postures).

Brainstorm how you feel when you have a conflict. How does your body feel? (tense, uptight, hot, muscles tight, shaking, fists clenched.)

Explain how these are signals that our bodies send to warn us that we are about to lose our self-control. We need to recognise these signals and use our self-control to cool down.

Ask the children what happens when someone "loses control." (We do not think about our behaviour and the consequences so we do not make good decisions. We do things that cause the conflict to elevate. We may do something that hurts us or others.)

Why is it important to keep our self-control?

3. Did the characters Stop and Stay Cool when they had a conflict? (No)

4. Hand out and review the Stop and Stay Cool Steps.

5. Explain that there are others ways to Stop and Stay Cool. Explain how taking a break allows you to get away from the source of the conflict. (It allows the tense upset feelings to cool down and allows you to think more clearly. This helps you to see other ways to handle the conflict.)

Teamwork

1. Have children work in teams to brainstorm other things they could do to take a break when they feel they need to cool down. (When I feel like I am losing control, I could take a break and..... Read a book, draw, sing, go for a walk, stroke the dog, think of a good memory, ride a bike, listen to music etc..)

2. Have children role play conflict situations and use the Stop and Stay Cool or Taking a Break strategy.

Time for Reflection

Review the Stay Cool Steps and Taking a Break strategies.

Extension Activities

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

2. The teacher and the class can develop signals for the Stop and Stay Cool steps.

3. Identify examples in reading where it would have been helpful for characters to use a Stay Cool strategy.

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Name_____

H o m e w o r k:
Stop and Stay Cool

For each scenario, write what the consequences might be for Jean's reactions to her conflicts. Then write what you would do to prevent the conflict from elevating.

1. Lisa is waiting to get a drink of water and someone pushes in line in front of her. She pushes him/her out of her way.
Consequence:_____
_____
_____

I would:
_____
_____
_____

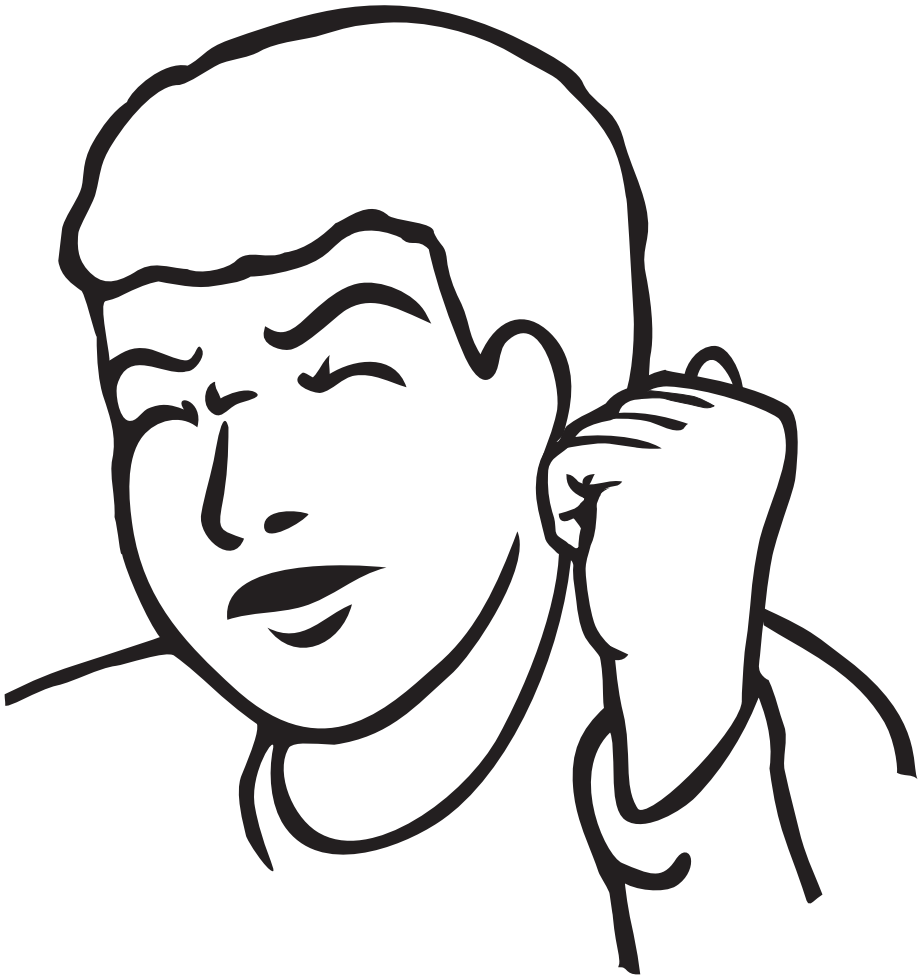
2. Jean gives a wrong answer in class and some children begin to laugh She starts calling them names.
Consequence:_____
_____
_____

I would:
_____
_____
_____

3. Lisa is playing football with other children, but they are not giving her the ball. Lisa gets mad and grabs the ball from one of the children.
Consequence:_____
_____
_____

I would:
_____
_____
_____

I Feel Like I am Losing Control.



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Stop!

Stay Calm.

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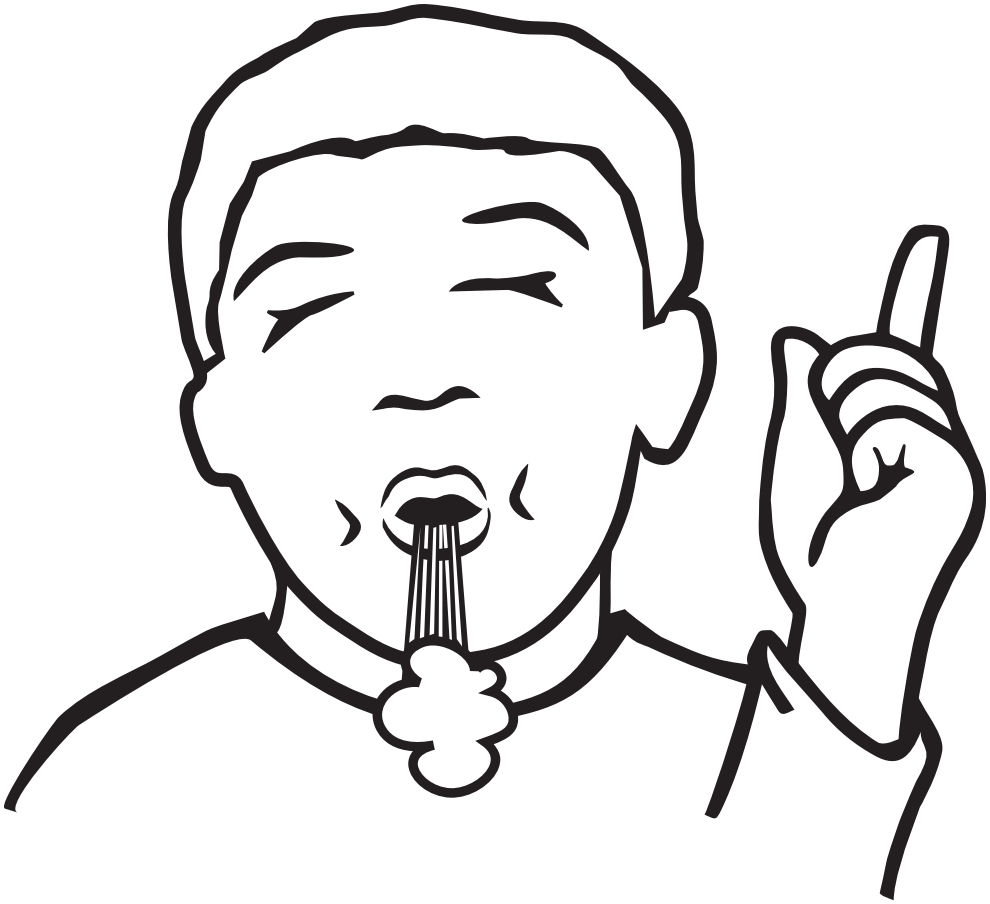
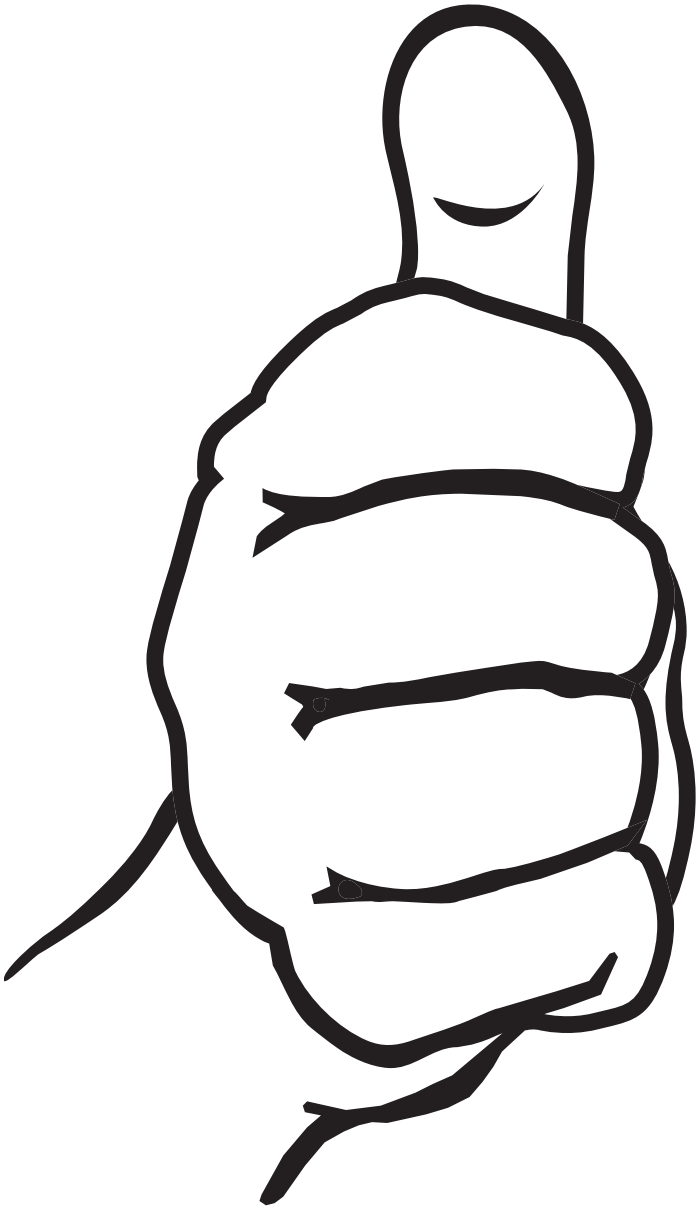
Breathe in.
1-2-3-4-5
Breathe out.



I am Cool!



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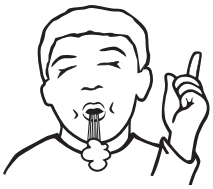
Stop and Stay Cool Steps

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!	

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 behaviours that have a positive effect on others.

ASSESSMENTS

- Complete chart on Conflict Stoppers.
- Apply Conflict Stopper to own life experience.

Advance Preparation

Prepare Conflict Stoppers chart

Teaching the Lesson

Setting the Stage

Today we will learn about behaviours that help us to solve problems peacefully.

Active Instruction

Discussion

Explain that conflict stoppers are behaviours that prevent or help solve conflict. These behaviours respect the rights of each person and show that you want to solve the conflict.

We want win-win situations where both children feel good about the situation. We do not want situations where one child feels they have won and the other child feels they have lost.

Say, *With your partner talk about the kind of situations where one child wins and one loses.*

Ask some children to role-play what happens.

Teamwork

1. In teams, have children list the conflict stoppers that Oscar and Ormsby used in the story. As children report, list them on the board or overhead.
2. Brainstorm other behaviours that are Conflict Stoppers and add these to the list.

1. Share	5. Talk it Out
2. Take Turns	6. Make amends
3. Apologise	7. Laugh it off
4. Ignore	8. Get Help

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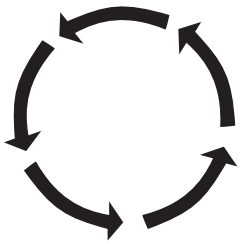
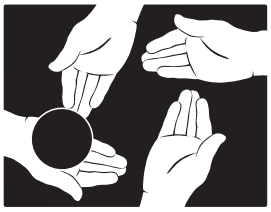
Conflict Stoppers

Share



Take Turns



Apologise

Ignore

3. In teams describe a Conflict Stopper for one of the following conflicts. Make sure that the solution is one that both parties would feel good about. A WIN-WIN situation.

a. Sara and Joe want to watch different programmes on the television.

b. John and Lisa both want to sit in the front seat of the car.

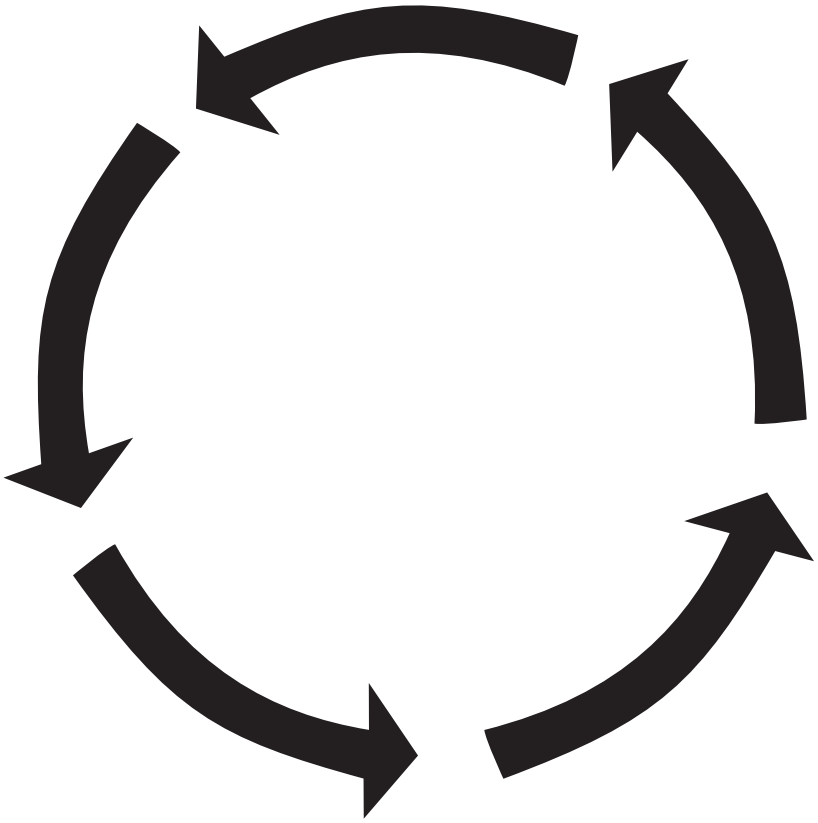
c. Jessie is practising her flute and Jake is trying to do his homework. Jake says that Jessie is disturbing him.

Record the major ideas on the Conflict Stopper chart.

Extension Activities

1. Have children do a role-play highlighting several solutions to conflict. Teams could highlight: Sharing, taking turns, apologising.
2. Use conflicts from Reading Wings to role-play WIN-WIN solutions.
3. Have teams brainstorm WIN-WIN solutions to classroom conflicts.

Share



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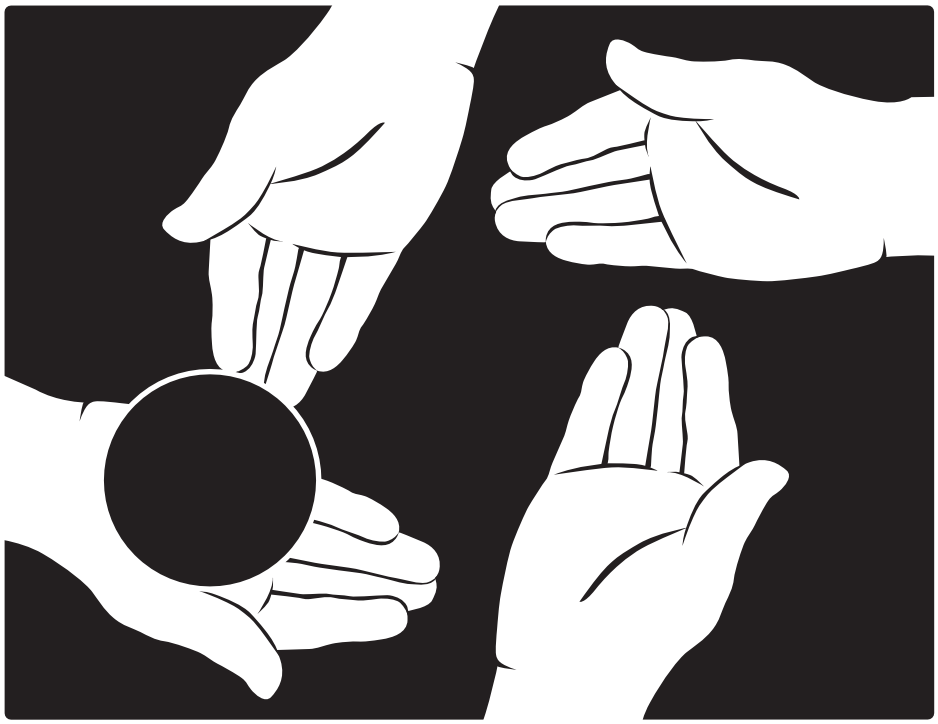
Take Turns



Apologise

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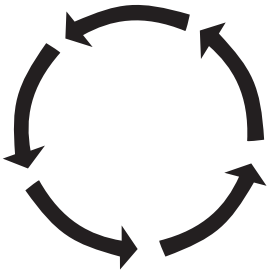
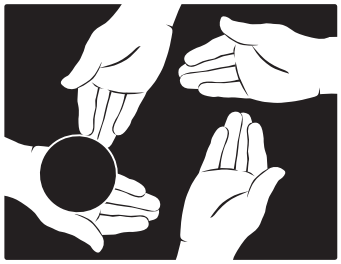
Ignore

Conflict Stoppers



Share

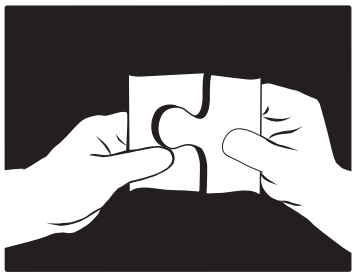


Take Turns

Apologise

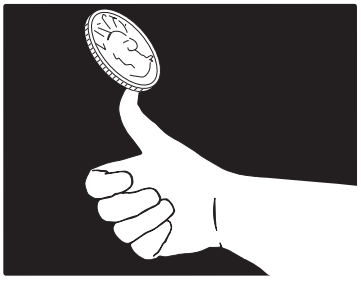
Ignore

Make Amends

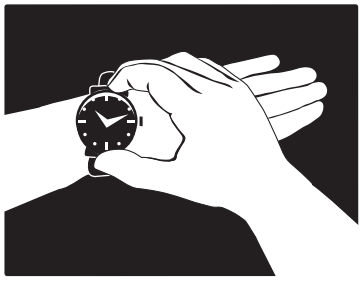


Compromise

Laugh It Off



Flip a Coin



Wait Until Later

Get Help

Talk it Out

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Talking it Out / Footsteps to Friendship

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

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

BENCHMARKS

Children will:

- Understand classroom rules and procedures.
- Create positive and negative "I" Messages.
- Understand decision-making model.

ASSESSMENTS

- Writing "I" Messages.
- Think it Through sheet.
- Use Footsteps to Friendship.

Materials

For Teacher

Chart Paper

"I" Message poster (Copy the "I" Message graph onto a poster board to display.)

Oscar and Arabella and Ormsby

By Neal Layton

"I" Message handout

Think it Through sheets

Encouraging Words circles

Footsteps to Friendship Chart

Teaching the Lesson

Setting the Stage

We have been reading about characters who get into trouble because they don't know how to handle conflicts. Today we will learn a skill that will help us to be able to talk out a conflict in a way that does not make the conflict worse.

"I" Messages

Today we will learn how to use an "I" Message.
Ask, *Can anyone tell me what a feeling is?*
Write responses on the blackboard. (anger, sadness etc.)
Say, *Those of you that get angry or upset with someone because they have said or done something you do not like, have sometimes done something yourself to upset them. For example, if you call me a name I don't like and keep saying it I might get angry and hit you. You will then be upset or angry because I hit you. We are both in the wrong and should have used other solutions to solve our problems.*
"I" Messages help both the speaker and listener. They let the speaker tell someone how he/she is feeling and give the listener feedback in an open and fair way.
The speaker is not blaming the listener but rather is explaining their own feelings about someone's behaviour.

Show the "I" Message chart.
Look at each of the parts of the "I" Message chart in order.

Feelings

Emphasise that the feeling must be a feeling, not an action or opinion.
Say, *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 happy (yes)
2. I feel like hitting you (no – what might the feeling be – angry)
3. I feel like dancing (no – what might the feeling be – happy)
4. I feel surprised (yes)
5. I feel angry (yes)
6. I feel like screaming (no – what might the feeling be – frustrated)

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Behaviour

Emphasise that the behaviour must be behaviour. (Something that you can see, hear or feel.)
It must be specific.
Say, *What if I said – I get angry when you act like an idiot.*
Is that a clear behaviour? (no, not specific)
I am going to state several behaviours. Discuss these with your team.
Stand up as a team if you think I am saying a specific behaviour.

1. When you grab my pencil (yes)
2. When you are lazy (no – opinion, not behaviour)
3. When you push me (yes)
4. When you give me sweets (yes)
5. When you fool around (no – not specific)
6. When you are silly (no – not specific)

Request

Emphasise that after they state the behaviour they need to share a request. A request is something positive that they want the other person to say or do. Remind the children that the request is specific.

Stand up as a team if you think I am saying a specific request.

1. I would like you to give me my pencil back (yes)
2. I would like you to go away (no – not positive and not specific)
3. I would like you to stop hitting me. (yes)

Ask the children for other examples of "I" Messages.
Use chart paper or the board to write other examples.

Feeling	Behaviour	Request
I feel	When you	I would like…
I feel angry	When you call my mum names	I would like you to stop calling her names.
I feel sad	When you do not let me play	I would like you to let me play with you at break time.

Hand out Think it Through sheets to each team.
Explain that Think it Through sheets are kept in the classroom.
Think it Through sheets are a way to help children think about better solutions to problems. If a child has a problem, the first thing he/she should do is get a Think it Through sheet and write down the best way to solve the problem.

The first part of a Think it Through sheet asks the child to come up with an "I" Message.
Once a child has thought of an "I" Message, the next step is to identify the problem and think how the other person might be feeling.

Teamwork

Give each team a scenario. Say, *Remember in the story 'Oscar and Arabella and Ormsby', there were several conflicts. Each team will write an "I" Message for the following situations and record them on a separate Think it Through sheet.*

1. Write an "I" Message Oscar might say to Ormsby when he becomes friendly with Arabella.
2. Write an "I" Message Ormsby might say to Oscar.

Optional Activities

1. Write a positive "I" Message for each member of your team for team bonus points.
2. Clip a cartoon out of the newspaper in which two characters have a disagreement. Write an "I" Message for each of the characters.

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Footsteps to Friendship

We are going to review a way to tell a person how you feel about something without hurting yourself and others and how to use them in our Footsteps to Friendship.
We are going to use our "I" Messages when we work out a conflict on our Footsteps to Friendship.

Show the Footsteps to Friendship chart, Review the Footsteps to Friendship process.

First we say our "I" Messages and use our Active Listening skills. We then need to identify the problem that we will work on. We will work on one problem at a time.
When we select the problem we will decide what solution to use to resolve our conflict.
Remember a good solution means that both parties are happy with the solution.
Finally, we agree on our solution and exit in peace."

Teamwork

1. Using examples from 'Oscar and Arabella and Ormsby', have the children practise working through the Footsteps to Friendship.
2. Have the children share their Footsteps to Friendship and Conflict Solutions.

Sometimes when we use positive "I" Messages. Whenever we point out something good that someone has done, we are using "Encouraging Words. Encouraging Words can help people get along.
If someone does something nice let him/her know you appreciate it. For example, I was grateful when you lent me a pencil and I want to thank you.
Remember to put these Encouraging Words in the box so we can share them at Circle Time.

Extension Activities

- Have the pupils write Encouraging Words (a positive "I" Message) to a partner.

- Have pupils read their words to their partner or out loud to the class. Have a place in the room where children can post Encouraging Words to other classmates and the teacher.

- During Circle Time, have children give Encouraging Words to classmates.

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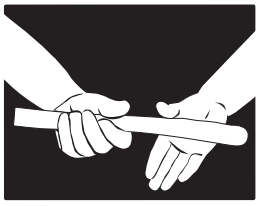
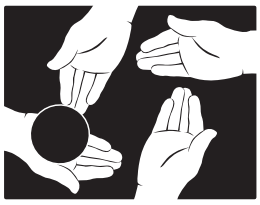
Think It Through

Conflict Stoppers

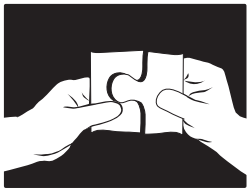

Share


Take Turns

Apologise

Ignore

Make Amends


Compromise

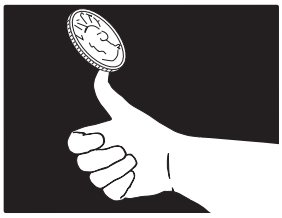
What is the problem?

What is my "I" Message?

How does the other person feel?

What could I do differently to solve the problem?

Laugh it Off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ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

ENCOURAGING WORDS

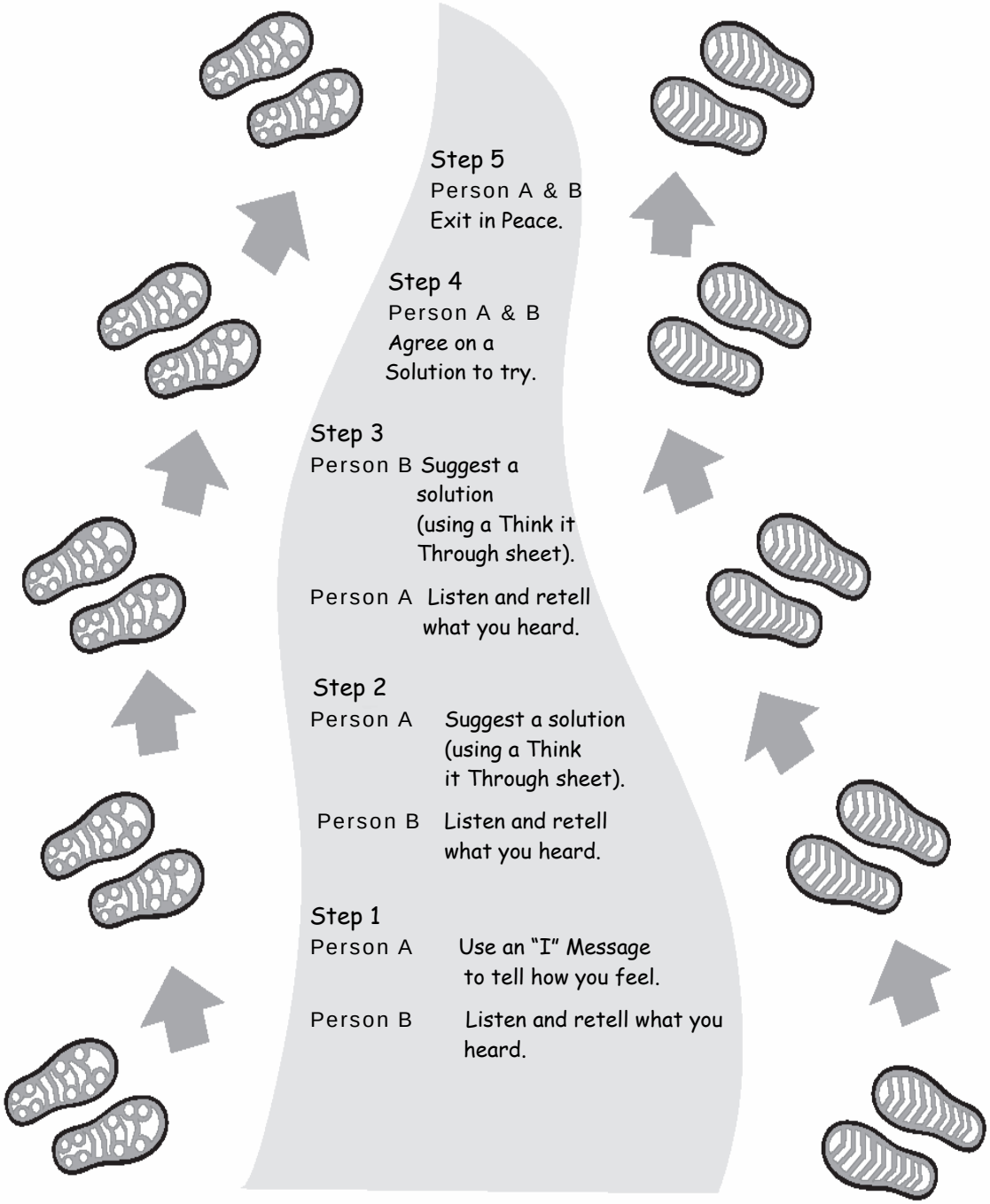
ENCOURAGING WORDS

"I" Message

Feeling	Behaviour	Request
I feel	when you	I would like

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.

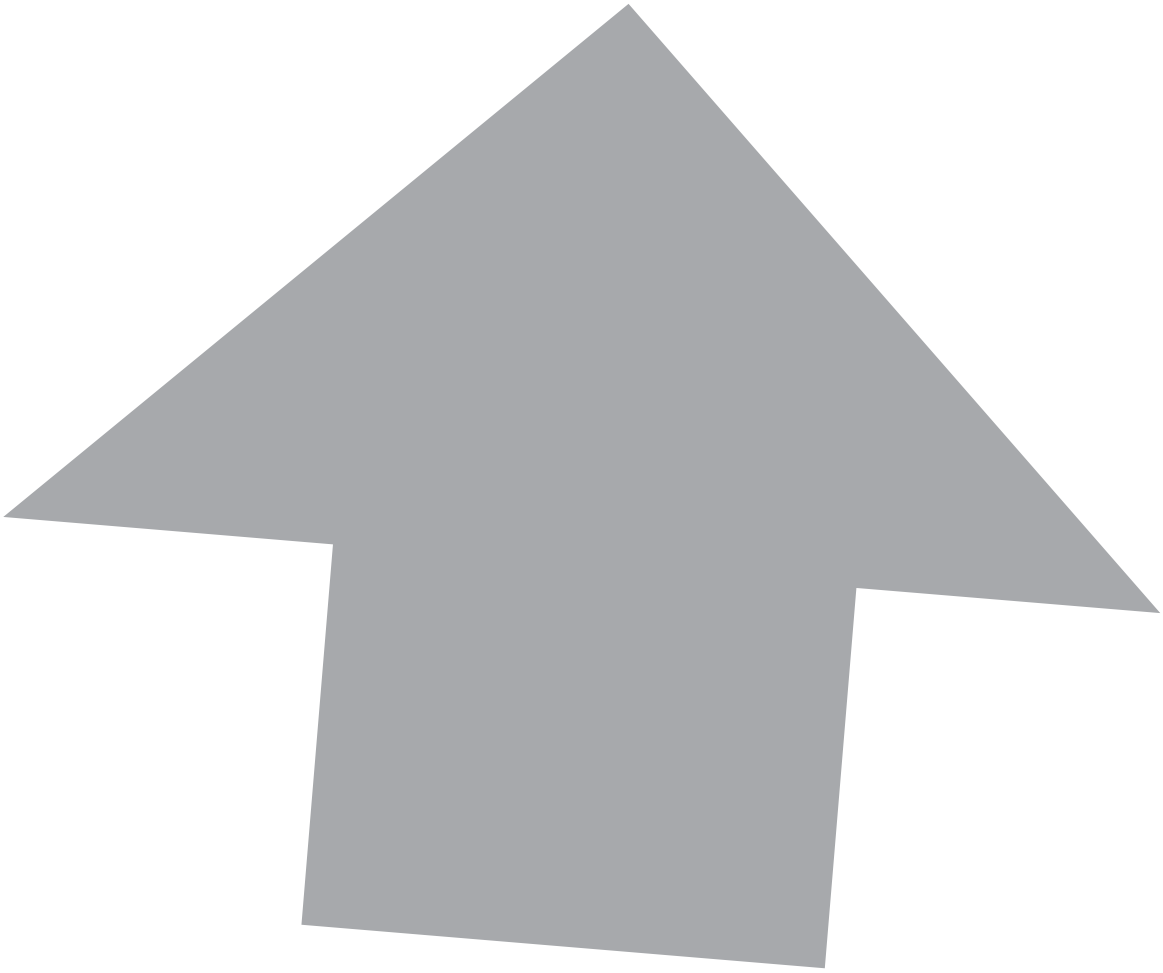
Step 1
Person A Use an "I" Message to tell how you feel.

Person B Listen and retell what you heard.

Person A

Enter

Person B



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.

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.

STEP 5:

Shake hands and exit in peace.

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