

Sanford Harmony

5th & 6th Grade Lessons





Diversity and Inclusion

Unit 1



CONTENTS

This unit contains all resources needed for teaching *Grades 5–6*, Unit 1: Diversity and Inclusion. Resources include Activities, Games, and Supplemental Materials.

Unit 1: Diversity and Inclusion is composed of activities:

Activity 1.1

Who We Are – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.

Activity 1.2

The Things We Have in Common – Students play the “Commonalities” game to identify similarities they have with peers in the classroom.

Activity 1.3

Learn Something New – Students learn to value differences by teaching and learning new skills from one another.

Activity 1.4

Classroom Identity – Students develop a common classroom identity by working together to create a classroom name and motto.

ACTIVITY SNAPSHOTS

Activity 1.1

Who We Are – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.

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The Things We Have in Common – Students play the “Commonalities” game to identify similarities they have with peers in the classroom.

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Activity 1.4

Classroom Identity – Students develop a common classroom identity by working together to create a classroom name and motto.

DESCRIPTION

Diversity and Inclusion activities promote an inclusive environment in the classroom. Students are provided with opportunities to get to know each other and are taught to recognize and appreciate one another’s similarities and differences. An important goal of this unit is to provide students with the knowledge and tools to develop a common classroom identity.

RESEARCH CONNECTIONS

A positive school climate is a key ingredient to academic success. Students who feel positive about their school environment are more likely to actively participate in learning, complete assignments, and be committed to doing well in school. A positive school climate is achieved when students foster friendships and positive connections with their peers and warm and caring relationships with their teachers. Students thrive socially and academically when they feel included in and accepted by their school community.

TIME

Day 1 - 45 Minutes

Complete *Who We Are* in 1 day or over the course of multiple days depending on time constraints and how many students remember their items

Day 2 (optional) - 20 Minutes

You and your students may want to create a collage to display in the classroom

MATERIALS

Two to three items that are important to you and that you would like to share with your class

Home–School Connection Introduction Letter

A digital camera (optional)

Poster board (optional)

Glue (optional)

Who We Are Worksheet (alternative)

PREPARATIONS

Fill in the date for the *Who We Are* activity on the Home–School Connection Introduction letter. Photocopy and mail letter to parents, distribute it on *Meet the Teacher* night, or give it to students on the first day of (one per student)

Select two to three items that are important to you and that you would like to share with your class

Bring a digital camera to school (optional)

Photocopy the *Who We Are* Worksheet 1.11 (alternative) (one per student)

GOALS

- ▶ To provide students the opportunity to get to know one another
- ▶ To help foster an atmosphere of inclusion
- ▶ To promote the view that both similarities and differences are valued

KEY CONCEPTS

- ▶ Getting to know one another is important
- ▶ Sharing important items allows us to better understand one another
- ▶ It's important to create a classroom in which we support each other and work cooperatively

SET THE STAGE

5 minutes

Introduce the Sanford Harmony Program:

- ▶ This year we will be participating in a program called the Sanford Harmony Program. This program helps us create a classroom where we support and work cooperatively together. We will learn how to get along in groups, solve conflicts, and interact with one another in positive ways – in the classroom, in the lunch room, and on the playground. The ultimate goal of this program is to learn how to work and have fun together! Does this sound like something we want for our classroom?

Introduce the *Who We Are* activity:

- ▶ The first step to creating a positive classroom is to taking the time to get to know one another. That is why I asked all of you to bring items to class today – sharing items that are important to us allows us to understand and get to know one another.

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about the activities. Let them know that they will be participating in new activities this year.

FACILITATE THE ACTIVITY

35 minutes

Instruct students to arrange their chairs so that they are sitting in a circle. Share your item first so that students feel comfortable when it is their turn. Then, have students share their items with the class, explain the significance, and what the items say about them. Encourage students to ask each other questions while sharing their items.

Questions to ask students:

- ▶ Why did you choose this item to share with the class?
- ▶ Why is this item important to you?
- ▶ How long has this item been important to you?
- ▶ If you were asked to bring an item last year, would you have brought the same one? Why or why not?
- ▶ If you're asked to bring an item in 10th grade, do you think you'll bring in the same one? Why or why not?

OPTIONAL: Take photographs of students' items. Refer to *Day 2: Who We Are* for details on the optional activity.

WRAP IT UP

5 minutes

Discuss the experience with your students. Ask:

- ▶ What was it like sharing your item and learning about your classmates?
- ▶ What did you learn about each other? Did anything surprise you?
- ▶ Why do you think it is important for us to spend time getting to know each other at the beginning of the year?

EVERYDAY MOMENTS

- ▶ Encourage students to continue discussing their interests and hobbies with each other.
- ▶ Communicate to students that you listened to them when they shared their items by following up on their interests throughout the school year (e.g., "Ray, how are your vegetables growing in your garden at home?").

Dear Parent/Guardian(s):

We are implementing the Sanford Harmony Program in our classroom this year. The purpose of this program is to create a positive classroom environment – a classroom in which students work cooperatively and form positive relationships with one another. Over the course of five units, students will participate in engaging activities designed to enhance their abilities to learn, work, and spend time together. Information will be sent home periodically, detailing the class activities in each unit. I encourage you to review the Home—School letters to learn how you can reinforce concepts at home and in the community. Below is an overview of the Sanford Harmony Program's 5-unit program:

Unit 1: Diversity and Inclusion: Diversity and Inclusion activities promote a community environment in the classroom. Students are taught to recognize and appreciate one another's similarities and differences. Students formulate a classroom identity by developing a classroom name and motto.

Unit 2: Critical Thinking: The activities in the Critical Thinking unit provide opportunities for students to develop empathy and reduce stereotyped thinking. Through their participation in structured activities, students learn perspective-taking and critical thinking skills.

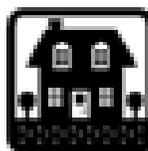
Unit 3: Communication: In the Communication unit, students participate in observational and experiential activities to increase their understanding of healthy and unhealthy communication patterns. Students are provided with opportunities to practice effective ways in engaging with others.

Unit 4: Problem-Solving: Activities within the Problem-Solving unit promote constructive approaches to resolving conflict. Students are introduced to various conflict styles and the benefits and costs associated with each style. Students learn conflict resolution steps that facilitate successful interpersonal problem-solving and healthy relationship patterns.

Unit 5: Peer Relationships: The goal of the Peer Relationships unit is to teach students the requisite social skills for engaging in positive peer interactions and to provide students with opportunities to rehearse these skills. Through their participation in dyadic and small group activities, students learn qualities important to friendship, negative consequences associated with bullying, and how to provide peers with support.

The first step toward our goal of a positive classroom community is to provide students with an opportunity to get to know one another. *On _____, I would like your child to bring two to three items to school.* These should be things that are important to your child that he/she would like to share with the class. Examples of items include: Photos, baseball hat, ballet slippers, a favorite T-shirt, a drawing, CD, book, video game, or a favorite food. I plan to bring in two to three items of my own so that students can get to know me better, too. I am looking forward to learning more about your child and to see which are selected for this important opening activity!

Sincerely,



Who We Are Worksheet

1.1

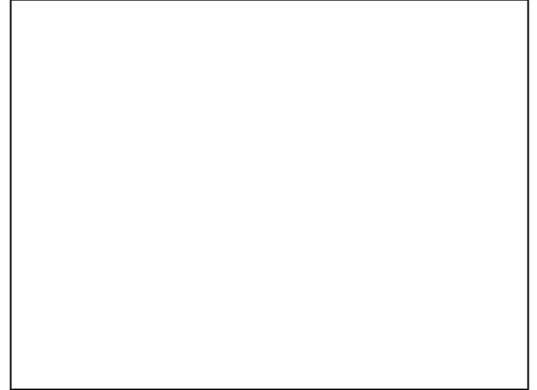
Grades 5-6

INSTRUCTIONS: List three items that are important to you. Why is each item important to you? What does each item say about you? Draw or glue pictures of the items in the boxes provided.

My FIRST item is... _____

It is important to me because... _____

My item shows that I... _____



My SECOND item is... _____

It is important to me because... _____

My item shows that I... _____



My THIRD item is... _____

It is important to me because... _____

My item shows that I... _____



TIME

30 minutes

MATERIALS

Commonalities Checklist

PREPARATIONS

Prepare the Commonalities Checklist (one copy per pair of students)

GOALS

- ▶ To foster an inclusive classroom environment in which students recognize similarities and appreciate differences
- ▶ To provide students with the opportunity to get to know and connect with an unfamiliar peer
- ▶ To facilitate positive interactions among students

KEY CONCEPTS

- ▶ We discover things we have in common when we take the time to get to know one another
- ▶ We usually have things in common with people we initially think are different from us
- ▶ Taking the time to find commonalities with one another allows us to build new friendships

SET THE STAGE

5 minutes

Remind students of the *Who We Are* activity and ask them to recall what they learned about one another:

- ▶ Who can tell me something you learned about someone in our class?
- ▶ Why do you think it was important for us to take the time to get to know one another?

Ask your students to think about the things they have in common:

- ▶ While you were learning about each other, did any of you notice that you had something in common with someone? What were some of the things that you had in common?
- ▶ I know we can find things that we have in common with one another. Let's see... How many of you went to _____ (school) last year? How many of you were in _____ grade last year? How many of you had _____ (teacher) last year? How about _____ (teacher)? How many of you like chocolate ice cream? How about mint chocolate chip ice cream? It looks like we have a lot in common!

If students previously participated in the Sanford Harmony Program, ask them if they remember some things they had in common with their old classmates. Let them know that they will be identifying new *Commonalities* between themselves and their new classmates.

Explain the purpose of the activity:

- ▶ Sometimes we don't realize we have things in common because we don't take the time to talk to one another and find out what is similar and different.

For this activity, we're going to work with partners and find out more of what we have in common with one another.

FACILITATE THE ACTIVITY

15 minutes

Have students get with their buddy and distribute a Commonalities Checklist to each pair. Review the instructions and have buddies complete the game together. As they work, encourage them to ask questions that extend the conversation (e.g., "How did you break your arm?").

OPTIONAL: If time permits, have students switch partners and play Commonalities with a student they don't know well or haven't worked with recently.

WRAP IT UP

10 minutes

Discuss the experience with your students. Help students think about the assumptions that they make based on group memberships (e.g., gender, age, and race) and how these judgments prevent them from identifying their shared interests and learning from differences. Ask:

- ▶ What did you learn about your partner?

TIME

30 minutes

MATERIALS

Commonalities Cards

PREPARATIONS

Prepare the Commonalities Cards (one set per pair of students)

GOALS

- ▶ To foster an inclusive classroom environment in which students recognize similarities and appreciate differences
- ▶ To provide students with the opportunity to get to know and connect with an unfamiliar peer
- ▶ To facilitate positive interactions between students

KEY CONCEPTS

- ▶ We discover things that we have in common with each other when we take the time to get to know one another
- ▶ We usually have things in common with people who we initially think are different from us
- ▶ Taking the time to find commonalities with each other allows us to build new friendships

SET THE STAGE

5 minutes

Remind students of the *Who We Are* activity and ask them to recall what they learned about one another:

- ▶ Who can tell me something you learned about someone in our class?
- ▶ Why do you think it was important for us to take the time to get to know one another?

Ask your students to think about the things they have in common:

- ▶ While you were learning about each other, did any of you notice that you had something in common with someone? What were some of the things that you had in common?
- ▶ I know we can find things that we have in common with one another. Let's see... How many of you went to _____ (school) last year? How many of you were in _____ grade last year? How many of you had _____ (teacher) last year? How about _____ (teacher)? How many of you like chocolate ice cream? How about mint chocolate chip ice cream? It looks like we have a lot in common!

If students previously participated in the Sanford Harmony Program, ask them if they remember some things they had in common with their old classmates. Let them know that they will be identifying new *Commonalities* between themselves and their new classmates.

Explain the purpose of the activity:

- ▶ Sometimes we don't realize we have things in common because we don't take the time to talk to one another and find out what is similar and different.

For this activity, we're going to work with partners and find out more of what we have in common with one another.

FACILITATE THE ACTIVITY

15 minutes

Assign each student a buddy and distribute a set of Commonalities Cards to each pair. Review the instructions and have buddies complete the game together. As they work, encourage them to ask questions that extend the conversation (e.g., "How did you break your arm?").

OPTIONAL: If time permits, have students switch partners and play Commonalities with a student they don't know well or haven't worked with recently.

WRAP IT UP

10 minutes

Discuss the experience with your students. Help students think about the assumptions that they make based on group memberships (e.g., gender, age, and race) and how these judgments prevent them from identifying their shared interests and learning from differences. Ask:

How To Print Game Cards

For best results, use the following settings when printing:

- ▶ Choose *Landscape*
- ▶ Print on *both sides*
- ▶ Flip on *short edge*
- ▶ Scaling: *Actual size*

Cut along the dotted lines that appear on one side of each page.

Commonalities
Card 1

Commonalities
Card 2

Commonalities
Card 3

Commonalities
Card 4

Commonalities

Instructions

- Lay cards face down in numerical order, with four rows of five cards each
- Each player should take turns flipping over a card, starting with Card 1 and continuing through Card 20
- The player who flips the card will read the question out loud, and then each player should respond
- If the players' responses match, then keep the card face up
- If the players' responses differ, then flip the card back over
- Once players respond to all 20 cards, they should revisit each face-down card and test their memories on their partner's responses
- Players should keep track of how many matches they have and how many non-matches they remember

Commonalities

In what month were you born?

Commonalities

In what country were you born?

Commonalities

What languages do you speak?

Commonalities

What is your favorite flavor of ice cream?

Commonalities
Card 5

Commonalities
Card 6

Commonalities
Card 7

Commonalities
Card 8

Commonalities
Card 9

Commonalities
Card 10

Commonalities
Card 11

Commonalities
Card 12

Commonalities

Do you have a pet?

Commonalities

Have you ever broken a bone?

Commonalities

What is your favorite hobby?

Commonalities

What is your favorite movie?

Commonalities

Do you have any siblings?

Commonalities

What is your favorite food?

Commonalities

Do you play any sports?

Commonalities

Have you ever been nervous before?

Commonalities
Card 13

Commonalities
Card 14

Commonalities
Card 15

Commonalities
Card 16

Commonalities
Card 17

Commonalities
Card 18

Commonalities
Card 19

Commonalities
Card 20

Commonalities

What career do you want to have when you're an adult?

Commonalities

What is your favorite restaurant?

Commonalities

Have you ever gotten in trouble with your parents?

Commonalities

Have you ever been to a concert?

Commonalities

Who was your second grade teacher?

Commonalities

Do you have a fear of anything?

Commonalities

What is your favorite school subject?

Commonalities

What is your favorite band?

TIME

Homework Prep - 5 minutes

Day 1- 45 Minutes

Day 2 - 30 Minutes

MATERIALS

Unit 1 Home–School Connection Letter

Brainstorming Homework Prep

Guidelines and Instructions Worksheet

PREPARATIONS

Photocopy/print and send home the Home–School Connection Letter (one per student)

Photocopy/print the Brainstorming Homework Prep (one per student; double-sided)

Photocopy/print Guidelines and Instructions Worksheet (one per student)

GOALS

- ▶ To foster an inclusive classroom environment in which students recognize similarities and appreciate differences
- ▶ To provide students with the opportunity to get to know and connect with an unfamiliar peer
- ▶ To help students appreciate the skills of their fellow peers

KEY CONCEPTS

- ▶ Learning from one another is important
- ▶ Differences among people make the world exciting
- ▶ It's fun to have friends who are different from us
- ▶ It's important to respect and understand people's differences

HOMEWORK PREP

5 minutes

Explain the purpose of the activity:

- ▶ For tomorrow's activity, we're going to learn something new from a classmate. Your first task is to figure out what you would like to teach someone else. For example, you may know how to knit, jump rope, draw a rocket ship, or hula-hoop. Maybe you want to help someone better understand a subject we're studying; for example, explaining the difference between perimeter and area and how to calculate the two measurements.
- ▶ What you teach needs to be something you can do in the classroom (or on the playground). Tomorrow you will use verbal instructions to teach a classmate a new skill or concept. The following day, you will bring in the items needed to actually teach this skill.

Distribute the Brainstorming Homework Prep and Unit 1 Home–School Connection Letter.

- ▶ To help prepare for tomorrow's activity, complete the homework assignment. Think about different things you can teach someone in the class. Come up with three to four possibilities and write your ideas on your worksheet. If you have trouble thinking of ideas, ask for help from a parent, sibling, or someone at home.
- ▶ I am also sending home a parent letter to inform your parents of this activity. Please ask a parent to read over the letter and sign it, and bring the signed section back with you tomorrow, along with your completed brainstorming worksheet.

SET THE STAGE

5 minutes

Remind students about *The Things We Have in Common* activity. Questions to ask students may include:

- ▶ What were some of the things you and your partner had in common?
- ▶ Did all of us have everything in common?
- ▶ How do you think our classroom would be if we had almost everything in common?
- ▶ What if we all liked the same things?
- ▶ What if we all looked a lot alike and had the same exact skills and hobbies? Would this be boring? Would we be able to learn from one another?

Explain the value of differences:

- ▶ Differences allow us to learn new things, consider unique ideas, think about alternative perspectives, and value different experiences. Our differences make the world exciting!

TIP: Share an example in which you made friends with someone who is different than you on various characteristics (including gender) and how you enjoyed becoming friends with this person (e.g., "I realized that I like sushi, I learned how to bowl, and I started to like detective shows!").

FACILITATE THE ACTIVITY

30 minutes

- ▶ Last night you completed a worksheet that asked you to brainstorm a few different skills that you could teach a classmate. Today you're going to have an opportunity to begin teaching your skill.

If students participated in the Sanford Harmony Program previously, ask them if they remember learning something new from a peer. Have some students share what they learned from and/or what they taught their peers.

Instruct students to get together with their buddy. If you have an uneven number of students, create a three-person group.

When students are in pairs, ask them to discuss the different things they could teach each other.

- ▶ Take a few minutes to talk to your partner about the skills you are willing to teach each other. The task you choose must follow these three rules:

1. You have to teach your partner something your partner does not already know.
2. Your partner needs to be willing to learn and try out this new skill.
3. The skill needs to be something you can teach at school.

Circulate the classroom and make sure each pair chooses tasks that meet the requirements for the assignment.

Distribute the Guidelines and Instructions Work-sheet to each student.

- ▶ Now that you've selected your tasks, take turns providing verbal instructions on your skill as your partner writes down the instructions. The instructions need to be detailed and clear. If someone were to read it, they should be able to complete the task.

Dear Parent/Guardian(s):

Thank you for your help with implementing the Sanford Harmony Program in our classroom. We are working toward the important goal of creating a positive classroom community where all students feel comfortable, valued, and connected to their peers. In our first unit, *Diversity and Inclusion*, students have been getting to know and identify the things they have in common with one another. They enjoyed the activities and were surprised at how much they had in common with their peers! Tomorrow, we will begin our third activity, *Learn Something New*. The goal of this activity is to help students recognize the benefits of interacting with and learning from peers who are different from them.

During this lesson, students decide on a skill or concept to teach another student. Tonight for homework, I asked your child to brainstorm ideas for what they would like to teach their partner. Your child needs to think of three or four ideas and record them on their brainstorming worksheet. Students understand that the activity must be something that can be demonstrated in the classroom or playground. During tomorrow's activity, students will practice using verbal instructions to teach their partner the skill. On a different day, students will bring to school any items needed to teach the skill. I am hoping that students will have fun learning something new from their peers and recognize that differences allow us to learn new things, consider alternative perspectives, and value different experiences. Our differences make the world exciting!

Next week, we will wrap up our *Diversity and Inclusion* unit by developing a class name and motto. This will be an important culminating activity that will promote a classroom identity we have established together. Don't forget to ask your child about their class name and motto!

Please take a moment to review the timeline for the *Learn Something New* activity at the bottom of this letter. Then, sign and return it with your student tomorrow. Please let me know if you have any questions. Thank you for helping your child participate in the Sanford Harmony Program!

Sincerely,

HOME-SCHOOL CONNECTION TIPS

After your child has completed this activity, I encourage you to ask them about their experience. Does your child think that he or she was successful in teaching his or her partner? What is the new skill that your child learned? Ask your child to pass on their new knowledge to you by teaching you the new skills that he/she she learned.

------(Detach here, sign, and return)-----

Learn Something New Student Responsibilities:

1. Complete the Brainstorming Homework sheet. This is due on: _____
2. Bring items to school that I will be using to teach my partner something new on: _____

I have talked to my child about the skill he/she would like to teach and any items needed to complete this activity.

Parent/Guardian Signature: _____

INSTRUCTIONS: We're all different, and there are many things we can learn from one another! Think of some things you know how to do that you would like to teach someone. Brainstorm and come up with three to four things you can teach a classmate that your partner may not already know, would want to learn, and you can teach at school. Look on the next page to see a list of possible skills to teach.

List your ideas below and think of the steps you would need to explain and the tools you would need to bring to class to help you teach your classmate.

I can teach someone to...	Some important steps to remember are...	I need to bring...
(Example) Make a paper airplane	<ul style="list-style-type: none"> ▶ Use paper without holes ▶ Place a paperclip to the back end to weigh it down when done folding 	<ul style="list-style-type: none"> ▶ Blank white paper ▶ Paper clip
1.		
2.		
3.		
4.		

Examples of Skills to Teach

- ▶ Knit
 - ▶ Jump rope
 - ▶ Draw an animal or creature
 - ▶ Hula-Hoop
 - ▶ Throw a football or baseball
 - ▶ Perform a magic trick
 - ▶ Braid hair
 - ▶ Make jewelry
 - ▶ Make a paper airplane
- ▶ Play a game
 - ▶ Say something in another language
 - ▶ Do a dance move or gymnastics tumble
 - ▶ Perform a task on the computer
 - ▶ Solve a brain teaser
 - ▶ Whistle
 - ▶ Tell a joke
 - ▶ Act out a line from a favorite movie
 - ▶ Write a haiku or other poem
 - ▶ Create an animal, person, or item with molding clay
 - ▶ Sing a song

INSTRUCTIONS: Decide what you and your partner are going to teach each other. Remember to keep these rules in mind when you are choosing a task:

- 1) Teach something your partner does not already know.
- 2) Your partner needs to be willing to learn and try out this new skill.
- 3) The skill needs to be something you can teach at school.

My partner, _____, is going to teach me how to _____

Write the steps you are told in the spaces below, or on your own sheet of paper. Make sure the instructions are detailed enough so that someone new can read them and learn, too. Use the back of the page or another sheet of paper if you run out of space.

The materials I need:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

TIME

55 minutes

MATERIALS

Names and Mottos Handout

PREPARATION

Photocopy/print the Names and Mottos Handout (one per group)

GOALS

- ▶ To promote a common classroom identity among students
- ▶ To decrease the saliency of gender in the classroom
- ▶ To promote the classroom norm that students who have differences can be friends (e.g., boys and girls can be friends)

KEY CONCEPTS

- ▶ We are part of the same group – our classroom community
- ▶ Everyone is a valued member of our classroom community
- ▶ We have things in common

SET THE STAGE

10 minutes

Remind students of their experience engaging in the previous activities in this unit:

- ▶ We've been spending time getting to know one another this week. We brought in items to share, identified our similarities, and learned new things. One reason this is important is because we are all part of the same group – this classroom – we have things in common and we have a lot to learn from each other.

Discuss groups with your students:

- ▶ We're going to talk about groups in today's activity. Take a minute to think of all the different groups to which you belong. What are some of these groups?

Examples: Family; athletic team; neighborhood.

- ▶ What does it mean to be part of a group?

Examples: Have the same goal; help each other; look out for each other; include each other in activities; have the same interests.

Write students' answers on the board.

- ▶ All of you make up another very important group: your classroom group. We will work and have fun together during the course of the year. Just like a family! Let's look at the ideas we came up with for groups and discuss how these apply to our classroom group.

Circle the answers on the board that apply to the classroom group.

- ▶ Because we're all part of the same classroom group, we have a lot of things in common. What are they?

Examples: We'll learn the same material this year; we'll have to do the same assignments; we have the same teacher; we're in the same grade; we go to the same school; we're going to groan when you give us homework.

Write the examples on the board so that the students can see them. Draw a large circle around the examples and remind the students that this is their group:

- ▶ We're part of this classroom and have these characteristics in common.

If students have previously participated in the Sanford Harmony Program, ask if they remember talking about their classroom communities the previous year. Ask some students to share how made their classroom a community.

FACILITATE THE ACTIVITY

40 minutes

Explain the purpose of the activity:

- ▶ Many groups have a name and motto that represent them. Just like other groups, it would be a great idea if our classroom had a name and a motto!
- ▶ Let's think of some groups that have names or mottos. Can anyone think of a group that has one or more of these characteristics?

Examples: The New York Yankees; NBC News; Nike; our own school name and motto.

Names

- Rockin' Rock Stars
- Grade "X" Champions/Champs
- Team (Teacher's last name)
- Star Gazers
- Explorers
- Mustangs
- Monarchs (Butterflies)
- Astronauts/Astronomers
- Road Runners
- Saguaros
- Jackrabbits
- Geckoes
- Kangaroos
- FROGS

Mottos

- If We BELIEVE We Can ACHIEVE!
- Reaching for the Stars!
- Never Settle for Less than Your Best!
- Together We Can!
- Wonder, Learn, Explore, and Dream!
- Learning to LEAD and SUCCEED Together
- Riding Brightly into the Future
- Teaming Up to Tackle Problems!
- Don't Stop Jumping until You Reach the Top!
- Let's Saddle up, Together We ride
- Teamwork Is Dream Work!
- Hand in Hand, Together We Can
- Friends Reaching Our Goals (FROG)



Empathy and Critical Thinking



Unit 2

CONTENTS

This zip file contains all the resources needed for teaching *Grades 5–6*, Unit 2: Critical Thinking. Resources include Activities, Games, and Supplemental Materials.

Unit 2: Critical Thinking is composed of five activities:

Activity 2.1

Thought Bubbles — Students participate in exercises to illustrate the connection among their thoughts, feelings, and actions and practice thinking in positive and inclusive ways.

Activity 2.2

Walking in Someone Else's Shoes (WISES) — On Day 1, students learn how to identify emotional states, understand different perspectives, and respond emotionally to others. On Day 2, students play the WISES Game to practice these skills.

Activity 2.3

To Change Like a Caterpillar — Students complete a homework exercise and play the To Change Like a Caterpillar Game to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).

Activity 2.4

Thinking outside the Box — Students participate in exercises to illustrate the problems associated with stereotypes and work together to develop strategies to prevent the negative consequences of stereotyping.

Activity 2.5

Critical Thinking in Practice — Students view and evaluate gender and relationship messages presented in a scripted scenario.

ACTIVITY SNAPSHOTS

Activity 2.1

Thought Bubbles — Students participate in exercises to illustrate the connection among their thoughts, feelings, and actions and practice thinking in positive and inclusive ways.

Activity 2.2

Walking in Someone Else's Shoes (WISES) — On Day 1, students learn how to identify emotional states, understand different perspectives, and respond emotionally to others. On Day 2, students play the WISES Game to practice these skills.

Activity 2.3

To Change Like a Caterpillar — Students complete a homework exercise and play the To Change Like a Caterpillar Game to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).

DESCRIPTION

The activities in the Critical Thinking Unit provide opportunities for students to develop empathy, focus on positive changes in themselves and others, and reduce stereotyped thinking. Overall, students become aware of how their thoughts influence their feelings and behaviors and develop the tools to change their thoughts so that they interact with one another in more positive ways.

Activity 2.4

Thinking outside the Box — Students participate in exercises to illustrate the problems associated with stereotypes and work together to develop strategies to prevent the negative consequences of stereotyping.

Activity 2.5

Critical Thinking in Practice — Students view and evaluate gender and relationship messages presented in a scripted scenario.

RESEARCH CONNECTIONS

Empathy promotes the development and maintenance of positive relationships. To have empathy for others, people must be able to recognize another person's feelings and perspectives and be able to respond in understanding ways. Positive peer relationships also require that students are aware of how their thoughts influence their feelings and behaviors. For instance, people's views about change are associated with how they approach social and academic challenges. People who hold an entity theory tend to believe that personal characteristics (e.g., personality traits; abilities) are fixed and cannot be changed, whereas those who hold an incremental theory believe that people can make positive changes through effort, the development of new strategies, and persistence. Compared to entity thinkers, people who hold an incremental theory are more likely to use problem-solving strategies, volunteer to help others, and persist when faced with obstacles. Thoughts about stereotypes also have important implications for how people approach personal decisions and interact with others. Stereotypes lead people to make incorrect guesses about others, avoid specific occupational and activity choices, discount possible friendships, distort counter-stereotypic information, and perform poorly on stereotyped tasks. Becoming aware of stereotypes in the environment promotes critical thinking skills and allows people to avoid the negative consequences of stereotyped thinking.

TIME

40 Minutes

MATERIALS

Unit 2 Home–School Connection Letter

Thought Bubble Example Card

Thought Bubble Scenario Cards

PREPARATIONS

Photocopy/print and send home the Unit 2 Home–School Connection Letter (one per student)

Prepare Thought Bubble Example Cards (one per group)

Prepare one Scenario Card for each group (10 cards total; one per group)

GOALS

- ▶ To prepare students for the activities contained within the Critical Thinking Unit
- ▶ To provide students with a cognitive framework for identifying their thinking patterns
- ▶ To help students recognize the connection among thoughts, feelings, and actions

KEY CONCEPTS

- ▶ It's important to pay attention to how we think
- ▶ Sometimes we're unaware of our thoughts
- ▶ When faced with the same situation, people might think differently
- ▶ We can change our thoughts so that we think in more positive ways
- ▶ Our thoughts influence our feelings and actions

SET THE STAGE

15 minutes

Remind students of their experiences engaging in the Diversity and Inclusion Unit:

- ▶ As part of the Sanford Harmony Program, we [Class Name] have been participating in a series of activities to help us create a classroom community in which we support one another and work well together. What have we done so far to help create a positive classroom community?

Examples: We spent time getting to know each other; we identified our similarities and learned new things from each other; we created our classroom name and motto.

Introduce the activities in the Critical Thinking Unit:

- ▶ Another step to creating a positive classroom community is to pay attention to how we think about ourselves and one another. Let's figure out why this is important.

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about the Pop That Thought Bubble activity. Let them know that they are going to review these ideas and participate in a different activity where they will make connections between their own and others thoughts, feelings, and actions.

- ▶ As we go through our day, we are constantly thinking things — like thought bubbles above our heads — except no one else really knows our thoughts unless we tell them. Only we know what we are thinking. For example, the thought bubbles I had when I walked in our classroom today were, "I wish I had another cup of coffee!" and "I think my class is going to like our math lesson today!"

- ▶ Who can tell me some thought bubbles you had when you walked in our classroom this morning?

Examples: I walked past someone in our class and thought, "That's a really cool shirt!" or the principal walked in the room and I thought, "I hope he/she is not here to talk to me!" I thought to myself, "Oh no! I forgot my homework! I hope Mr. or Ms. X doesn't collect it!" I walked past our new student teacher and thought, "He/She looks like a nice teacher!"

- ▶ We're usually aware of what we're telling ourselves inside our heads, but we don't always pay attention to our thoughts — sometimes we're thinking things and don't even realize it! That's because we're busy doing so much throughout the day that our thoughts can be automatic and we can't always control them! I want everyone to shut your eyes or put your heads down on your desks and try to *completely* stop yourself from thinking. I'll give you 1 minute to do this. When time is up, we'll talk about how hard or easy this was for you.

Give students 1 minute to write down their thoughts. You can try it, too!

- ▶ How was it? Was anyone able to completely stop thinking for 1 minute? What kept happening? What were you thinking?
- ▶ As we can see, our thoughts often have a mind of their own! It's really hard to stop and control them sometimes. But, if we pay more attention, we can have more control over them. This is important because how we think often influences how we feel and behave. Let's see how this could happen.

Divide groups into three to four students. Distribute a Thought Bubbles Scenario Example Card to each group and review the example together as a class.

- ▶ Take a look at the scenario on your card. As you can see, Kimberly and Derek both found out they received a D on their math tests. They're in the same situation. However, Kimberly and Derek each reacted differently. Let's start with Kimberly. Who can tell me what she thought when she got her grade? She said, "Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to have to study a lot harder for the next test!" How does Kimberly feel?

Examples: Disappointed; embarrassed; frustrated.

- ▶ Kimberly probably felt disappointed. But, she seems to have a positive attitude, right? What did she say to herself to make you think she's reacting positively?

Examples: "I'm going to have to study a lot harder for the next test!" Kimberly knows that if she tries harder next time, she can do better.

- ▶ What will she do now?

Examples: Figure out which answers were wrong; talk to the teacher about the test; get a tutor; try harder; do better on the next test.

Instruct students to fill in Kimberly's feelings and behaviors on the Scenario Example Card.

- ▶ What about Derek? He thought, "I'm so bad at math I'll never pass a math test!" If this is what Derek thinks, how does he feel?

Examples: Sad; hopeless.

- ▶ What will Derek do?

Examples: Tear up his test; some activity to try and get his mind off the test; complain to his friend; cry.

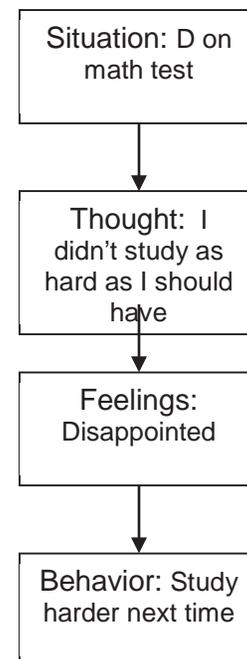
- ▶ Will he try harder on the next test?

Examples: Maybe not because he doesn't think it'll make a difference; no because he doesn't think he can pass a math test.

Instruct students to fill in Derek's feelings and behaviors on the spaces provided on the Scenario Example Card.

- ▶ In this scenario, we saw two students who faced the same situation. However, they thought about it differently. What they thought influenced how they felt and how they will act in the future.

Draw the following diagram on the board to illustrate the relationship among thoughts, feelings, and behaviors.



FACILITATE THE ACTIVITY

20 minutes

- ▶ I'm going to hand each group another scenario card, and each group will have a different scenario. Discuss the scenario and your responses. Come up with what you might honestly tell yourself in these situations, how you might feel, and how you might act.

When groups are finished, ask them to share their scenarios and responses with the class. As students are sharing, ask them to consider the following: (1) Did everyone think the same thing in your group? (2) How did your thoughts lead to different feelings and actions?

OPTIONAL: Ask groups to act the scenarios and responses for the class. They can act the scenario multiple times to illustrate the different thoughts, feelings, and actions raised in their groups.

WRAP IT UP

5 minutes

At the end of the activity, discuss the experience with your students. Some questions to ask:

- ▶ What did you learn about your thoughts?
- ▶ Did everyone think the same thing?
- ▶ Is there such a thing as a 'right' thought in these situations?
- ▶ How can our thoughts prevent us from getting to know someone or help us give someone a chance?
- ▶ Now that you're aware of your thoughts, is it possible to change them so that you behave differently in situations?

EVERYDAY MOMENTS

- ▶ Create a blank scenario card and hang it on the classroom wall. Use the card whenever you want to illustrate how students' thoughts influence their feelings and actions and when you want to help students think more positively about situations. This can be used to illustrate thought connections in both negative and positive situations.
- ▶ Help individual students become aware of their thoughts by asking them to stop and reflect on what they're thinking in various situations. This is especially helpful when you notice them engaging in behaviors you want to reinforce or help them change.
- ▶ Utilize the language introduced in this activity to help students become aware of their thinking patterns and to help them think in more positive ways.

Create a bulletin board designed with bubbles or balloons on it. Have students identify a bunch of positive thoughts (e.g., "Everyone deserves to be included;" "I can do it!") and display them on the board. Refer to the thoughts when they are relevant to academic and social situations throughout the day.

NOTES

Dear Parent/Guardian(s):

We have completed the *Diversity and Inclusion* unit in the Sanford Harmony Program and are ready to start Unit 2, *Critical Thinking!* The activities in this unit encourage critical thinking skills, the importance of seeing another’s perspective, and the development of empathy. We will also examine stereotyped thinking and how it can keep us from getting to know a person better.

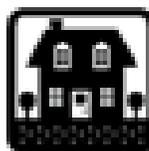
In our first activity, *Thought Bubbles*, students discover how much their thoughts influence their feelings and behaviors. If we pay attention to our thoughts, we can change our thinking to help us when faced with challenges and to interact with others in more positive ways. The second activity, *Walking in Someone Else’s Shoes*, encourages students to develop empathy, and in the third activity, *To Change Like a Caterpillar*, students learn that people, including themselves, can grow and make positive changes! In our fourth activity, *Thinking outside the Box*, students learn about the problems associated with stereotyped thinking. In the final activity of the unit, *Critical Thinking in Practice*, students practice critically evaluating stereotyped and peer relationship messages present in the media. Over the next couple of months, I hope that you and your child can find time to discuss the activities in the *Critical Thinking* Unit. Please see the Home-School Connection Tips below!

HOME–SCHOOL CONNECTION TIPS

1. Questions to ask your child after *Thought Bubbles*: What did you learn about your thoughts? How do your thoughts influence your feelings and behaviors?
2. After the second activity, ask your child to give you their definition of empathy. How does “walking in someone else’s shoes” help us respond to someone in an understanding way?
3. After the third activity, here are a few suggested questions to start a dialogue with your child: Can people change? What’s the difference between thinking like a caterpillar and a worm? How does thinking like a caterpillar help us interact with others in more positive ways?
4. At the completion of the fourth and fifth activities, students know the definition of a stereotype and can identify the problems associated with stereotyped thinking. Continue the conversation at home by asking: How do stereotypes influence our thinking? Why is it important to get to know someone as an individual? How can “thinking outside the box” prevent us from allowing stereotypes “do the thinking for us?” How do messages on television and in the movies influence our thinking? How can we become critical thinkers? How can we become leaders and think and act for ourselves?

Thank you for supporting the work we are doing in the Sanford Harmony Program! Please let me know if you have any questions or would like more information about the activities in the *Critical Thinking* Unit!

Sincerely,

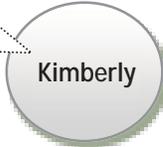


EXAMPLE:

Kimberly and Derek find out they both received a D on their math tests.

Kimberly said to herself when she got her grade:

Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to have to study a lot harder for the next test!



What did Kimberly feel? _____

What will Kimberly do? _____

Will she try harder on the next test? _____

Derek said to himself when he got his grade:

I'm so bad at math! I'll never pass a math test!



What did Derek feel? _____

What will Derek do? _____

Will he try harder on the next test? _____

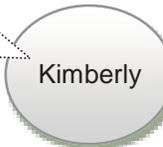
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EXAMPLE:

Kimberly and Derek just found out they both received a D on their math tests.

Kimberly said to herself when she got her grade:

Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to have to study a lot harder for the next test!



What did Kimberly feel? _____

What will Kimberly do? _____

Will she try harder on the next test? _____

Derek said to himself when he got his grade:

I am so bad at math! I 'll never pass a math test!



What did Derek feel? _____

What will Derek do? _____

Will he try harder on the next test? _____

SCENARIO 1:

At lunch you walk over and try to find a seat at the crowded table. You ask Jenny to please move over so you can sit down. Jenny says there's no more room, even though there's just enough for one more person, and that you should find another spot to sit.

What will you say to yourself about Jenny?

YOU

What do you feel? _____

What will you do? _____

Will you try to sit next to Jenny again?

SCENARIO 2:

It's the first day of a new science experiment, and your partner, Nick, is extremely excited. When you ask Nick if you can have a turn mixing the mysterious substance, he ignores you and continues to do all the work.

What will you say to yourself about Nick?

YOU

What do you feel? _____

What will you do? _____

Will you consider being lab partners with Nick in the future? _____

SCENARIO 3:

You remember that Alex borrowed a mechanical pencil from you and hasn't returned it. You see him using your pencil and ask for it back. Alex replies, "Are you sure this pencil is yours? I thought I gave your pencil back to you."

What will you say to yourself about Alex?

A thought bubble with a dotted border and a tail pointing to a circular bubble labeled "YOU". The main bubble contains five horizontal lines for writing.

What do you feel? _____

What will you do? _____

Will you loan anything to Alex again?

SCENARIO 4:

At the bus stop, Maddy asks you to sit with her on the bus so that you can help her with her homework. You were planning to relax and talk with others on the 20-minute ride to school.

What will you say to yourself about Maddy?

A thought bubble with a dotted border and a tail pointing to a circular bubble labeled "YOU". The main bubble contains five horizontal lines for writing.

What do you feel? _____

What will you do? _____

Will you help Maddy if she asked you again tomorrow?

SCENARIO 5:

Megan just got new glasses, but instead of wearing them, she puts them away in her desk. When she has trouble seeing the white board, she often interrupts you to look at your paper or whisper in your ear.

What will you say to yourself about Megan?



What do you feel? _____

What will you do? _____

Will you try to sit next to Megan again?

SCENARIO 6:

It's the beginning of the school year, and you found out that you and your best friend are in different classrooms.

What will you say to yourself after hearing this news?



What do you feel? _____

What will you do? _____

Do you think you'll have a good year at school?

SCENARIO 7:

You and your friends have invited Karen, a new student, to play soccer after school. When the other team wins, Karen yells, "You're a bunch of cheaters!"

What will you say to yourself about Karen?

A thought bubble with a dotted border and a tail pointing to a circular bubble labeled "YOU". The main bubble contains five horizontal lines for writing.

What do you feel? _____

What will you do? _____

Will you invite Karen to play soccer again?

SCENARIO 8:

Yesterday at recess you played on the swings with Sam and had so much fun. Today you're excited to do the same thing at recess, but when you ask Sam if he wants to play with you again, he says, "No. I want to play on the monkey bars with Jane today."

What will you say to yourself about Sam?

A thought bubble with a dotted border and a tail pointing to a circular bubble labeled "YOU". The main bubble contains five horizontal lines for writing.

What might you feel? _____

What will you do? _____

Will you ask Sam to play again another day?

SCENARIO 9:

You're walking past a new student, Marcus, in the hallway at school and say, "Hello." Marcus responds by looking down and quickly walks right past you.

What will you say to yourself about Marcus?



What do you feel? _____

What will you do? _____

Will you try to speak to Marcus again?

SCENARIO 10:

You're in gym class and need to pick teams for a basketball game. There's a new kid in class, named Rachel, who's really tall and says her team is definitely going to win the game.

What will you say to yourself about Rachel?



What do you feel? _____

What will you do? _____

Will you pick Rachel to be on your team?

TIME

Day 1- 35 Minutes

Day 2- 35 Minutes

MATERIALS

WISES Game Cards (includes Game and Example Cards)

Dice (one die per group)

Feelings Chart Reference Guide (optional)

PREPARATIONS

Prepare the WISES Example Cards (one set for class)

Prepare the WISES Game Cards (one set per group)

Photocopy/print the Feelings Chart Reference Guide (optional) (one per student)

GOALS

- ▶ To teach students the definition and components of empathy
- ▶ To provide students with the opportunity to practice the components of empathy
- ▶ To help students develop empathy for those who are both similar and different

KEY CONCEPTS

- ▶ When faced with the same situations, people can feel different things
- ▶ People often express their feelings on their face, body, and through their actions
- ▶ Identifying other people's feelings and perspectives allows us to understand them and provide support

SET THE STAGE

10 minutes

Remind students of their experiences completing the Thought Bubbles activity.

- ▶ The last Sanford activity focused on our thought bubbles. Who remembers what we discussed? What did you learn about your thoughts and how they influence your feelings and behaviors?
- ▶ Today, we're going to pay attention not only to how we think and feel but also to how others think and feel. Why is it important to understand other people's feelings and points of view (i.e., their perspectives)?

Examples: We know what they're going through; we know how to support them; people can feel understood; we don't say something to hurt their feelings; we want people to understand us too; we know how to make friends with one another.

- ▶ When someone understands another person's feelings and thoughts, it's called *empathy*.

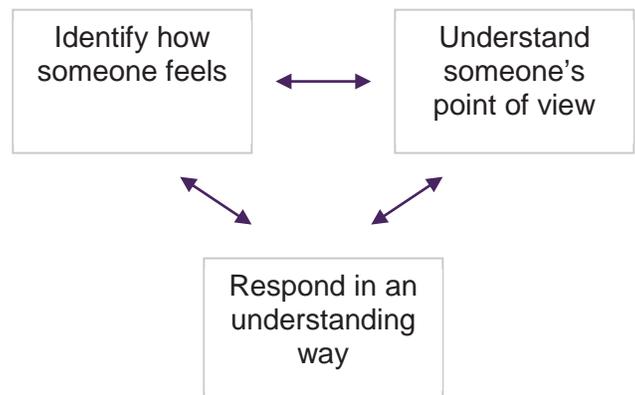
If students participated in the Sanford Harmony Program previously, ask if they remember playing the Empathy Game in which they practiced recognizing how someone feels and understanding someone's point of view. Let them know they'll participate in a game to help further understand the components of empathy.

Provide students with an example of a situation in which you felt empathy for someone, and share how you responded (see the following potential example).

- ▶ I remember a time in college when a student was really nervous about giving a speech in front of the class. I knew how she felt — I felt empathy for her — because I had been nervous when I gave my speech the day before. I also imagined that she was worried she'd get a bad grade on her speech. So, I told her how I coped with feeling nervous and made sure to smile and nod at her while she was presenting!
- ▶ Think of a time when you felt empathy for someone. What are some examples?

We often feel empathy for other people. As you can see, empathy involves two skills: identifying how someone feels and understanding someone's point of view or what they think. When we do these two things, we respond to that person in an understanding way.

Write the two components of empathy on the board: (1) Identifying how someone else feels, and (2) Understanding someone's point of view. Draw an arrow showing that these two skills lead to the ability to respond in an understanding way. Provide an example of how this process works by using one of your student's examples or your own.



- ▶ Let's think about the first empathy skill: Identifying how someone feels. How can we tell how someone is feeling?

Examples: Tone of voice (e.g., voice quivering; yelling); facial expressions (e.g., eyes wide; furrowed brow; frowning); body expressions (e.g., folded arms; hiding face; covering mouth); physical actions (e.g., crying; throwing something; walking away).

OPTIONAL: Distribute the Feelings Chart Reference Guide and review the facial and physical cues associated with each feeling.

FACILITATE THE ACTIVITY

20 minutes

- ▶ Now that we know the two empathy skills and how they help us respond in understanding ways, let's practice! We'll start with the first empathy skill: Identifying how someone is feeling. Let's see if you can guess what feeling I'm acting. Raise your hand to guess.

Act a feeling using facial and body expressions. Ask the class to identify the facial and physical clues used to identify your feeling.

When the students have guessed and discussed your feeling, take out the WISES Example Act It Out Cards (happy; disappointed; surprised) and place each face down on a desk. Ask three volunteers to pick one of the feeling faces and act it for the class. Have the class guess the feeling and comment on the clues used to identify how each student was feeling.

- ▶ Now that we've practiced identifying feelings, let's move on to the second empathy skill: Understanding someone's point of view. Remember when we talked about our thought bubbles? Did everyone think the same things when faced with the same situation? No — everyone had a different viewpoint that led them to feel and behave in ways unique to them.
- ▶ It's important to understand our different perspectives so that we can relate and respond in understanding ways. But, this doesn't mean we always have to agree with one another, right? We think differently, but we can learn a lot about ourselves and each other if we learn to understand other peoples' viewpoints.

Take out the WISES Example Do You Get Me? Cards and place them on a desk. Read one of the situations to the class (e.g., "When you woke up in the morning, you found out that your school was closed because the electricity went out in your building" and ask them to guess your perspective: (a) You were excited to have a day off from school, (b) You were upset that school was closed because you were looking forward to a special activity that day, c) You were excited to go back to sleep but disappointed that you wouldn't see the students in your class). Ask the class to guess which option best fits your perspective.

Discuss how they guessed your perspective and if theirs differs from your own. Questions to ask:

- ▶ Were you surprised to learn my perspective?
- ▶ Do you think it's easier or more difficult to understand someone's perspective as you get to know them better?

- ▶ What can you do if you're unsure of someone's perspective?

After they guess and discuss your perspective, ask two students to volunteer to read a Do You Get Me? card and have the class guess their perspectives. Instruct the volunteers to first read through the choices silently and to think of which option best fits their perspectives.

Ask students to discuss if they have similar or different perspectives and the clues they used to guess their classmates' perspectives.

- ▶ We practiced identifying others' feelings and recognizing others' perspectives. These two skills can help us respond in understanding ways. Let's practice.

Ask for a volunteer to role-play an example with you.

- ▶ Let's say that (volunteer's name) just found out that she/he got a D on her/his science test. (Volunteer's name), act how you feel in this situation. What feelings are being displaying to us?

Examples: Sad; nervous; disappointed.

- ▶ Now that we know what the feeling is, what is she/he be thinking?

Examples: Wishes she/he got a better grade; is nervous to tell her/his parents; wishes she/he studied harder for the test.

- ▶ Ok, let's think about this. She/he is feeling sad and disappointed and wishes she/he got a better grade. What can we say to show we understand?

Examples: It seems like you are disappointed with your grade; it's really difficult getting a grade you're unhappy with.

- ▶ (Volunteer's name), would these comments help you feel supported and understood? Is there anything else we could've said that would make you feel understood?
- ▶ It's important to ask for feedback because everyone is different. Some comments may be supportive to one person but not to another. As we get to know people better, know how to respond in understanding ways.

WRAP IT UP

5 minutes

At the end of the activity, discuss the experience. Ask:

- ▶ We talked about the two empathy skills today. What are they?
- ▶ Why is it important to practice these skills with your classmates?
- ▶ Do you think it's difficult to show empathy for others who're different from you? Why or why not?
- ▶ How can we remember to use these skills in class?
- ▶ During our next Sanford activity, we'll play a game to practice what we learned today about empathy.

NOTES

SET THE STAGE

10 minutes

Remind students of their experience completing the Day 1 activity.

- ▶ In our last Sanford activity, we talked about empathy. Who remembers what empathy is?

Example: Understanding or experiencing the feelings and thoughts of another person.

- ▶ What two skills help us show empathy toward another person?

Example: Identifying how someone feels and recognizing their perspective or point of view.

- ▶ Today, we're going to play a game — the WISES Game — where we put all our skills together and practice responding in understanding ways. WISES stands for *Walking in Someone Else's Shoes*.

Write *Walking in Someone Else's Shoes* on the board.

- ▶ What does walking in someone else's shoes have to do with empathy?

Example: If you put yourself in their place, you understand how they feel and think; you see that person's perspective; it means trying to see what it's like from their perspective.

FACILITATE THE ACTIVITY

20 minutes

- ▶ Describe the cards used to practice empathy skills.

Examples: We had to guess what someone was feeling; we had to guess their perspective; we had to practice responding in understanding ways.

- ▶ That's right! Those are the same three types of cards we're going to use in this game.

Place students in diverse groups of three to four and give instructions to play the game. Show the students the cards as you are explaining the instructions.

The WISES Game

Instructions

- ▶ Roll the die; the player with the highest number goes first, and so on
- ▶ Each player takes a turn by rolling the die
- ▶ If the die lands on numbers 1 or 2, pick up an **ACT IT OUT** card
- ▶ If the die lands on numbers 3 or 4, pick up a **DO YOU GET ME?** card
- ▶ If the die lands on numbers 5 or 6, pick up a **BE COOL** card

Card Descriptions

- ▶ **ACT IT OUT** cards describe a feeling for you to act out. The other players guess the feeling and describe the clues that helped them guess. If you're uncomfortable acting out the feeling, you can choose to name a situation (e.g., got an A on a science test) that causes you to express the feeling on the card (e.g., Excited). The other players guess the feeling using the situational clue instead of the actions.
- **DO YOU GET ME?** cards describe a situation (e.g., you miss gym because you forgot to bring sneakers to school) and three options for your reaction: (a) Frustrated because you were looking forward to a game the teacher had planned, (b) Happy because you don't like gym, or (c) Both happy and nervous because you want to miss gym but don't want to get into trouble). The other players guess which option best fits your perspective.

How To Print Game Cards

For best results, use the following settings when printing:

- ▶ Choose *Landscape*
- ▶ Print on *both sides*
- ▶ Flip on *short edge*
- ▶ Scaling: *Actual size*

Cut along the dotted lines that appear on one side of each page.



Act it Out
Example
1



Act it Out
Example
2



Act it Out
Example
3



Act it Out
1



Act it Out
2

Act it Out

Surprised



Act it Out

Happy



Act it Out

Angry



Act it Out

Happy



Act it Out

Disappointed





Act it Out
3



Act it Out
4



Act it Out
5



Act it Out
6



Act it Out
7



Act it Out
8



Act it Out
9



Act it Out
10

Act it Out

Confused



Act it Out

Embarrassed



Act it Out

Afraid



Act it Out

Sad



Act it Out

Uncomfortable



Act it Out

Worried



Act it Out

Proud



Act it Out

Annoyed



The WISES Game
Instructions

- ▶ Roll the die; the student with the highest number goes first, and so on
- ▶ Each student takes a turn by rolling the die
- ▶ If the die lands on numbers 1 or 2, pick up an **ACT IT OUT** card
- ▶ If the die lands on numbers 3 or 4, pick up a **DO YOU GET ME?** card
- ▶ If the die lands on numbers 5 or 6, pick up a **BE COOL** card

Card Descriptions:

ACT IT OUT cards describe a feeling for you to act out. The other players guess the feeling and describe the clues that helped them guess. If you're uncomfortable acting out the feeling, choose to name a situation, e.g., got an A on a science test) that causes you to express the feeling on the card (e.g., excited). The other players guess the feeling using the situational clue instead of the actions.



Do You Get Me?
Example

1



Do You Get Me?
Example

2



Do You Get Me?
Example

3



Do You Get Me?
Example

1



Do You Get Me?
Example

2



Do You Get Me?
Example

3



Do You Get Me?
Example

4

Card Descriptions (continued):

DO YOU GET ME? cards describe a situation. The other players guess which option best fits your perspective.

BE COOL cards describe a situation and has three options for responding (*guess what someone is feeling; guess their perspective; respond in an understanding way*). Choose a card, and the other players guess which response you prefer. Provide your group with feedback on whether they chose the response you prefer and why.

Do You Get Me?

When you wake up you find out your school is closed because the electricity went out in the building.

- a.) You're excited to have a day off from school.
- b.) You're upset that school is closed because you were looking forward to a special activity.
- c.) You're excited to go back to sleep but disappointed that you won't see your classmates.



Do You Get Me?

Your teacher tells the class to have either free time or spend the class period doing homework.

- a.) You decide to do your homework because you don't want to have to do it after school.
- b.) You decide you'd rather have free time and do your homework once you're home.
- c.) You decide to spend half the period doing homework and the other half hanging out with friends.



Do You Get Me?

For your birthday present, your parents told you that you could either have tickets to see your favorite musician in concert or tickets to see your favorite basketball team.

- a.) You love music and decided to ask your friend to go to the concert with you.
- b.) You love basketball and ask your friend to go to the game with you.
- c.) You didn't want to do either so you asked your parents if you could have a party instead.



Do You Get Me?

Your teacher asked you to role-play in front of the class.

- a.) You're excited because you enjoy acting and speaking in front of the class.
- b.) You wish your teacher wouldn't ask you because you get nervous speaking in front of the class.
- c.) You're excited to role-play but nervous you may mess up in front of the class.



Do You Get Me?

You miss gym because you forgot to bring sneakers to school.

- a.) You're frustrated because you were looking forward to a game the teacher had planned.
- b.) You're happy because you don't like gym.
- c.) You're both happy and nervous because you want to miss gym but don't want to get into trouble.



Do You Get Me?

Your parents ask if you want to attend overnight camp for 2 weeks this summer.

- a.) You're excited to have the chance to go to overnight camp.
- b.) You don't want to go — you're too nervous to be away from home for 2 weeks.
- c.) You're excited and nervous. You think camp will be fun but are nervous that you'll miss home too much.



Do You Get Me?

Your teacher asks you to help organize papers in the classroom during free time.

- a.) You enjoy helping out and are happy your teacher asked you.
- b.) You're annoyed because you were looking forward to hanging out with your friends.
- c.) You're happy to help the teacher but also a little disappointed because you wanted to hang out with friends.





Do You Get Me?

5



Do You Get Me?

6



Do You Get Me?

7



Do You Get Me?

8



Do You Get Me?

9



Do You Get Me?

10



Be Cool

1



Be Cool

2

Do You Get Me?

The fifth grade teachers are planning an end-of-the-year school trip. You hear that the trip will either be to the zoo or to the baseball game.

- a.) You love animals and are hoping for a zoo trip.
- b.) You really like baseball and are hoping to go to the game.
- c.) You don't like the zoo or baseball so you're planning on missing the trip.



Do You Get Me?

While you were in the lunchroom, two of your close friends get in an argument.

- a.) You feel it's your responsibility to help them work it out so you suggest solutions.
- b.) You think it's none of your business so you stay out of it.
- c.) You're not sure what to do about the situation so you ask another of your friends for advice.



Do You Get Me?

You get an A on your essay and your teacher reads it in front of the class.

- a.) You feel proud you're recognized for the hard work you did on your essay.
- b.) You're embarrassed and wish that your teacher asked you before reading it.
- c.) You're proud of your grade but wish your teacher didn't read your essay to the class.



Do You Get Me?

You saw a classmate take money out of another classmate's desk. Your teacher asked if anyone saw the money.

- a.) You believe that you have a responsibility to tell the truth so you told the teacher that you saw a classmate take it.
- b.) You believe that it is none of your business and decided to say nothing.
- c.) You told the student who took the money that he/she should return it.



Be Cool

You're always the last one picked for team activities during gym class.



Be Cool

You receive a bad grade on a test you studied really hard for.



Do You Get Me?

Your friend is upset and wants to talk to you during recess. But you already promised other friends you'd play a game with them.

- a.) You tell your friends you can't play because you want to make sure your friend is okay.
- b.) You don't want to break a promise so you tell your friend you'll talk after school.
- c.) You ask your friend to play the game with you and say you'll talk about the problem later.



Do You Get Me?

You're at the mall with your friends. Some of your friends want to go shopping in a clothing store and others want to play video games at the arcade.

- a.) You love shopping and decided to go to the store.
- b.) You love video games and decided to go to the arcade.
- c.) You don't like shopping or video games so you ask one of your friends to get a snack with you.





Be Cool

3



Be Cool

4



Be Cool

5



Be Cool

6



Be Cool

7



Be Cool

8



Be Cool

9



Be Cool

10

Be Cool

You receive the highest grade in your class on a math test.



Be Cool

One of your parents is really sick and you're really worried.



Be Cool

Just before you come to class your favorite pet passes away.



Be Cool

Your mother won't let you sleep at your friend's house this weekend even though all of your other friends will be there.



Be Cool

You won an award at the school assembly.



Be Cool

You try out for the soccer team and don't make it.



Be Cool

You find out that you're going on a really fun family vacation this summer.



Be Cool

You forget to do your homework and get in trouble in front of the class.



Face	Feeling	Clues
	Happy	<ul style="list-style-type: none"> - Eyes sparkle - Wrinkle under eyes - Smiling - Laughing
	Angry	<ul style="list-style-type: none"> - Eyebrows furrowed - Mouth compressed - Arms crossed or tense - Stomping the ground
	Surprised	<ul style="list-style-type: none"> - Eyebrows raised - Mouth open - Eyes wide open - Gasping
	Sad	<ul style="list-style-type: none"> - Inside of eyebrows raised - Corners of the mouth down (frown) - Crying
	Afraid	<ul style="list-style-type: none"> - Eyebrows raised - Mouth open and drawn back - Wrinkles in middle of forehead

TIME

Homework Prep- 5 Minutes

45 Minutes

MATERIALS

How We Change Homework Prep

Caterpillar Words Answer Sheet

To Change Like a Caterpillar Game Cards and Board

PREPARATIONS

Write the following four statements on the board:

1. I'm just not a math person.
2. She's a shy person so she'll always be that way.
3. I'm not that smart so I'll never get a good grade on this test.
4. Let's not ask him to play ball with us because boys always play too rough.

Photocopy/print the *How We Change Homework Prep* (one per student; double-sided)

Prepare the *To Change Like a Caterpillar* Game Cards and Board (one complete game per group)

GOALS

- ▶ To promote the perspective that human nature and abilities can change
- ▶ To provide students with the opportunity to practice incremental thinking patterns
- ▶ To teach students the connection between incremental thinking and associated feelings and behaviors

KEY CONCEPTS

- ▶ We can change our thoughts so that we think and act in more positive ways
- ▶ We can change our abilities and personality
- ▶ Recognizing change in ourselves helps improve our skills
- ▶ Recognizing change in others helps us have positive relationships

SET THE STAGE

5 minutes

Remind students of their experiences engaging in the previous Critical Thinking activities:

- ▶ As I mentioned yesterday, we've been participating in activities to help us identify how we and others think and feel. Who can remind us of which activities that focused on our thoughts and feelings?

Examples: We tried to stop ourselves from thinking; we did worksheets to identify how we think and feel in different situations; we compared our different thoughts and feelings; we talked about empathy skills; we acted out and guessed feelings; we talked about our points of view; we played the WISES Game and practiced responding in understanding ways.

- ▶ What important things did you learn participating in these activities?

Examples: How we think influences our feelings and behavior; we can change our thoughts so we think and behave in more positive ways; the two skills of empathy, identifying someone's feelings and understanding someone's point of view; how to respond in understanding ways toward others who are similar and different from us; strategies to help us remember to respond in understanding ways toward one another.

If students participated in the Sanford Harmony Program in previous years, ask them what they remember about Caterpillar and Worm Thoughts. Let them know that they will be reviewing these ideas and playing the *To Change Like a Caterpillar* Game, where they will practice changing Worm Thoughts into Caterpillar Thoughts.

Introduce the *To Change Like a Caterpillar* activity:

- ▶ Today, we're going to continue talking of how we think about ourselves and others and how this influences our feelings and actions. We'll continue this discussion by focusing on specific kinds of thoughts, thoughts about change.
- ▶ Before we review the homework assignment you completed, let's look at the four statements on the board. What do all of these statements have in common?

Examples: People can't change; they make strong judgments; people stay the same; they are negative statements; people can't improve.

- ▶ Sometimes we think these statements about ourselves and other people. A different possibility is that people do change. Why is it important to recognize that people, including ourselves, can change their abilities or personality?

Examples: We give people a chance; we push ourselves to get better at things; we don't give up; we try to help other people; we don't judge people for things they did in the past; we work hard to improve.

FACILITATE THE ACTIVITY

30 minutes

Invite students to share their responses on the *How We Change* Homework Prep. Questions to ask:

- ▶ What did you think of the assignment?
- ▶ What did you learn about yourself?
- ▶ What did you learn about your family member?

- ▶ What were some of the things you learned to do? How about your family member?
- ▶ How has your personality changed? How has your family member's personality changed?
- ▶ Did you and your family member have similar responses?
- ▶ Why do people do or say things that surprise us sometimes?
- ▶ Why is it sometimes difficult to have an open mind about people?
- ▶ Why would it be boring if people didn't change their abilities or personality?

Once you're finished reviewing the front page of the *How We Change* Homework Prep, review the answers to the Caterpillar Words Vocabulary Builder (see Caterpillar Words Answer Sheet).

- ▶ Now that we've talked about the importance of recognizing change in ourselves and others, we're going to practice coming up with thoughts to remind us that people can change — we call these 'Caterpillar Thoughts.' Why is a caterpillar a good example of people changing?

Examples: Caterpillars change into butterflies and moths; caterpillars change by camouflaging themselves to hide from predators.

- ▶ What type of insect looks like a caterpillar, but is a good example of thoughts in which people are unchangeable? A worm! That's because once they hatch from their cocoons, they'll always be a worm. They don't change their form. They have the ability to replace or replicate lost segments so they can usually return back to their original form! We'll name thoughts that view people as unchangeable as *Worm Thoughts*.

Introduce the *To Change Like a Caterpillar* game.

- ▶ We're going to play a game where we identify and develop Caterpillar Thoughts! The game is called *To Change Like a Caterpillar*!

Place students into groups with diverse groups and distribute the *To Change Like a Caterpillar* game. Instruct students to play the game by referring to the instruction and game cards. Make sure to review all three Butterfly Example Cards so that students recognize how to provide acceptable responses. Students provide with their own butterfly thoughts when they pull this card so it is important they have an opportunity to practice before playing. Also, remind them that they'll see the vocabulary words they reviewed for homework on the Caterpillar Word Cards. Walk around the room as the groups are playing and provide assistance as necessary.

When the students are finished playing the game, invite them to share their experiences to the class. Some questions you ask may include:

- ▶ What did you think of the *To Change Like a Caterpillar* game?
- ▶ Were any cards easy or difficult for your group? Why?
- ▶ Was your group able to identify the Caterpillar and Worm Thoughts?
- ▶ Was it difficult developing Caterpillar Thoughts for the Butterfly cards? Do you think and behave similar to the characters on the cards or do you sometimes think more like a worm?
- ▶ Are there certain situations in which you think more like a caterpillar versus a worm? Or more like a worm versus a caterpillar?

- ▶ How successful was your group at getting the other players to guess your Caterpillar Word?

WRAP IT UP

10 minutes

At the end of the activity, prompt your students to think about how they are going to put what they learned into practice. Questions to ask:

- ▶ How can we remind ourselves to think like a caterpillar instead of a worm?
- ▶ How will you know if you're thinking like a worm or a caterpillar?
- ▶ What can we do if we see someone thinking like a worm? Do we want to come up with a code word to remind one another? Let's think of an example of how this works.

EVERYDAY MOMENTS

- ▶ Point out when you notice students thinking like a caterpillar or a worm to illustrate how their thoughts influence their feelings and actions and when you want to encourage students to think more positively about situations.
- ▶ Help individual students become aware of their thoughts by asking them to stop and reflect whether they are thinking like a caterpillar or a worm. This will be especially helpful when you notice them engage in behaviors you want to reinforce or help them change.
- ▶ Provide opportunities for students to play the *To Change Like a Caterpillar* Game with different groups of people. This will provide students with ongoing opportunities to practice developing a Caterpillar Mindset.

- ▶ Help students prepare for potentially stressful situations (e.g., before a test; before a challenging social situation) by assisting them with identifying and practicing relevant Caterpillar Thoughts (e.g., *"What can you tell yourself if you come across a really difficult problem on this test?"*).
- ▶ When praising students, focus on their process (Process Praise; e.g., *"You worked really hard on those math problems!"*) instead of their fixed characteristics (Fixed Praise; e.g., *"You're really good at math!"*). When we focus on children's fixed characteristics (e.g., being smart; being good at something), we promote an entity or fixed view of themselves and others (i.e., a Worm Mindset). In contrast, when we focus on the process students engaged in (e.g., effort; strategies; focus; persistence), we promote resilience and an incremental view of themselves and others (i.e., a Caterpillar Mindset).

To assist students with developing a Caterpillar Mindset, encourage them to consider situational causes instead of trait or stable causes when making attributions. For example, if they notice a peer engaging in negative behaviors, encourage them to consider situation or process factors (e.g., having a bad day; needs to practice following directions) rather than fixed characteristics about the person (e.g., isn't a good listener; doesn't know how to follow directions).

NOTES

INSTRUCTIONS: Think about the changes you've made and seen in other people when answering the following questions.

ABOUT ME

1. Name something you learned how to do — something you did not do that well but are now able to perform well. How were you able to change your ability?

2. Name an aspect of your personality that has changed — something that's different than before. Why do you think your personality changed in this way?

3. Write about a time when you observed someone do something or act in a way that surprised you. Why were you surprised?

INTERVIEW WITH A FAMILY MEMBER

1. Tell me something you learned how to do — something you did not do that well but are now able to perform well. How were you able to change your ability?

2. Tell me an aspect of your personality that has changed — something that's different than before. Why do you think your personality changed in this way?

3. Tell me about a time when you observed someone do something or act in a way that surprised you. Why were you surprised?

Caterpillar Words Vocabulary Builder

INSTRUCTIONS: We use many different words when discussing how we change and grow as individuals. Practice our “change words” by writing the correct term from the word bank next to the clue in the grid.

<i>motivate</i>	<i>encourage</i>	<i>improve</i>
<i>succeed</i>	<i>forgive</i>	<i>challenge</i>
<i>helpful</i>	<i>effort</i>	<i>accept</i>
<i>flexible</i>	<i>change</i>	<i>grow</i>
<i>open-minded</i>	<i>determination</i>	

1. <i>accept</i>	To welcome another into a group or activity; to appreciate another, even if he/she is different from me; the antonym is <i>reject</i>
2.	A difficult thing to do or accomplish; the antonym is <i>simple</i> or <i>easy</i>
3.	This word means to modify, transform, or adjust; we are thinking like a caterpillar and not a worm when we are able to do this.
4.	A strong person who wants to succeed shows a lot of _____. If I don't give up easily, I have a lot of this.
5.	The energy used to complete a job, such as homework; "If I put a little more _____ into practicing my piano piece, I'll sound great at the recital!"
6.	Synonym: Urge; antonym: criticize
7.	If an object is _____, it can bend without breaking; when faced with a change, it's helpful to be positive and _____.
8.	After a disagreement, good friends discuss the problem and _____ each other; the opposite is to place blame or hold a grudge.
9.	To naturally develop, change, mature.
10.	When another is caring and supportive, they are _____. The synonym for this word is <i>useful</i> .
11.	To change a thought or situation into something better than it was before.
12.	It's important that teachers help _____ their students. If I _____ others, I'm helping them feel encouraged and enthusiastic.
13.	I can see all sides of a situation if I try to be _____. If I am unbiased, I am _____.
14.	Achieved, accomplished; the antonym is <i>fail</i> .

1. Accept	To welcome another into a group or activity; to appreciate another, even if he or she is different from you; the antonym is <i>reject</i>
2. Challenge	A difficult thing to do or accomplish; the antonym is <i>simple</i> or <i>easy</i>
3. Change	To modify, transform, or adjust; I'm thinking like a caterpillar and not a worm when I am able to do this.
4. Determination	A strong person who wants to succeed shows a lot of _____. If I don't give up easily, I have a lot of this.
5. Effort	The energy used to complete a job, such as homework; "If I put a little more _____ into practicing your piano piece, I'll sound great at the recital!"
6. Encourage	Synonym: Urge; antonym: criticize
7. Flexible	If an object is _____, it can bend without breaking; when faced with a change, it's helpful to be positive and _____.
8. Forgive	After a disagreement, good friends discuss the problem and _____ each other; the opposite is to place blame or hold a grudge.
9. Grow	To naturally develop, change, mature.
10. Helpful	When another is caring and supportive, they are _____. The synonym is <i>useful</i> .
11. Improve	To change a thought or situation into something better than it was before.
12. Motivate	It's important that teachers help _____ their students. If I'm able to _____ others, I'm helping them feel encouraged and enthusiastic.
13. Open-minded	I can see all sides of a situation if I try to be _____. If I'm unbiased, I'm also _____.
14. Succeed	Achieved, accomplished; the antonym is <i>fail</i> .

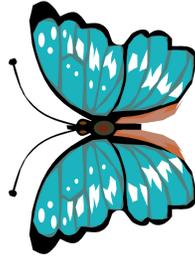
How to Print Game Cards

For best results, use the following settings when printing:

- Choose *Landscape*
- Print on *both sides*
- Flip on *short edge*
- Scaling: *Actual size*

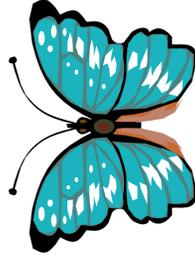
Cut along the dotted lines that appear on one side of each page.

Butterfly



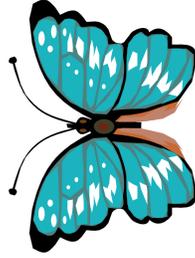
EXAMPLE 1

Butterfly



EXAMPLE 2

Butterfly



EXAMPLE 3

To Change Like a Caterpillar Instructions

- All players select a playing piece (provide as necessary) and place them on the top-left square (the seedling in the soil).
- Roll the die; the player with the highest number goes first and so on.
- Each player takes a turn by rolling the die and advancing the number of spaces indicated.
- Players pick up the card that matches the space they landed on.
- A player who lands on a **Name That Thought** space asks another player to pick up the corresponding card and read the statement. The player who landed on the space indicates whether it's a Caterpillar Thought or a Worm Thought. If correct, the player remains on the current square. If incorrect, the player returns to previous square. (Continued on reverse side)



Butterfly

Your friend Ben is complaining to you about the Science test that you have this week. He got a D on the last test and is convinced there's nothing he could do to get a better grade. You believe he's able to get a better grade.

You're thinking....

If Ben studies harder, he'll get a better grade on the test.



Butterfly

At recess you notice that Barry and Jared are laughing at a joke. Maria walks by and asks them what they're laughing about. Barry won't share the joke because he thinks girls don't like the same jokes as boys do. You think they should share the joke.

You're thinking....

Barry and Jared don't realize girls like jokes, too.



Butterfly

Your softball team wins a championship game against the Sharks. As your teammates celebrate, a few Sharks players are crying. You comment that you feel bad for them, but your teammate thinks they deserve it because they're probably cheaters. You disagree and go up to the Sharks to say "Good game" and shake their hands.

You're thinking...

Good sportsmanship means having good will toward the other team, whether we win or lose.

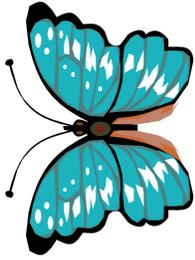


A player who lands on a **Butterfly** space selects a **Butterfly Card** and reads it to the group. The player then provides a **Caterpillar Thought**. The others vote whether the response was acceptable (see **Butterfly Example Card**). If a tie or a majority vote indicates an acceptable response, player remains on current space. If a vote indicates an unacceptable response, player returns to previous space. If an unacceptable response, other players may roll the die, and the player with the highest number may provide a response. If an acceptable response, player advances 3 spaces and remains on that space until it is his/her turn.

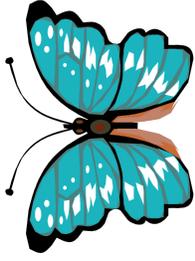
If a player lands on a **Caterpillar Words** space, the player selects a **Caterpillar Words Card** and silently reads the word on the card. The hourglass allows the player 1 minute to get any other player to say the word on the card without spelling out letters or using forms of the word. If a player guesses the word, the player who selected the card remains on current space. The player who guessed the word advances 3 spaces and remains on that space until it is his/her turn. If no one guesses the word, the player who selected the card returns to previous space.

The player who reaches the Garden first wins the game!

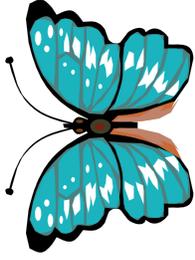
Butterfly



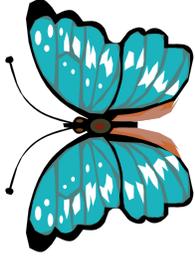
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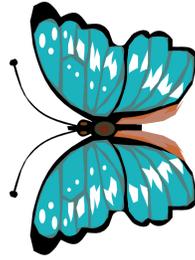
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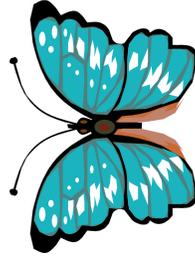
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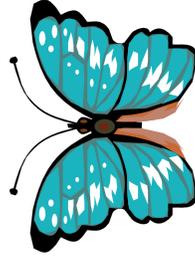
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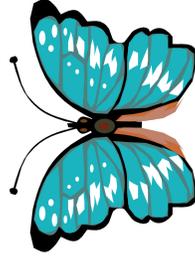
Butterfly



Butterfly



Butterfly





Butterfly

Your friend Ben is complaining to you about the Science test that you have this week. He got a D on the last test and is convinced there's nothing he could do to get a better grade. You believe he's able to get a better grade.

You're thinking...



Butterfly

You and your friend, Jenny, need to pick a third group member for a social studies assignment. Joey doesn't have a group, but Jenny doesn't want to ask Joey to join because he goof's off sometimes. You want to ask Joey to join your group.

You're thinking...



Butterfly

Your dad wants you to introduce yourself to the new 10-year-old neighbor who moved in next door. You're really shy and feel awkward about knocking on the neighbor's door. You decide to listen to your dad and introduce yourself anyway.

You're thinking...



Butterfly

You're annoyed that your brother keeps coming into your room and borrowing your iPod without asking. Your friend tells you not to bother saying anything because your brother will never listen to you. You decide to talk to your brother about it anyway.

You're thinking...



Butterfly

Karen and Beth are playing jump rope at recess. Karen mentions to Beth that they should invite the new student, Ray, to join them. Beth doesn't think Ray will want to play because boys don't usually like jump rope. You feel they should invite Ray.

You're thinking...



Butterfly

On the bus, Meredith whispers that she thinks the girl in front of you got suspended last week and that the two of you should stay away from her. You tell Meredith you spoke to her in the hallway a few days ago and she seemed like a nice person.

You're thinking...



Butterfly

Your brother asks if he can use your computer, but last week he accidentally deleted something you needed for school. He apologized, but you're worried he'll do something like that again. You give him a chance to use the computer anyway.

You're thinking...



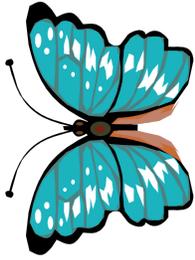
Butterfly

On the first day of school, Bridget, a student you hardly know, asks about your summer. You're surprised because Bridget hangs out with a different crowd at school and has never even spoken to you before. You decide to have a conversation with her.

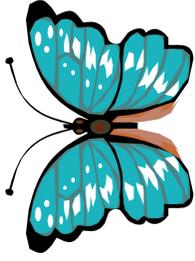
You're thinking...



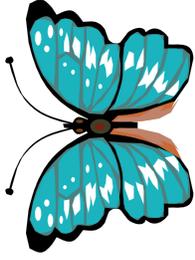
Butterfly



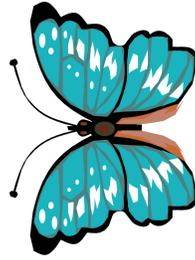
Butterfly



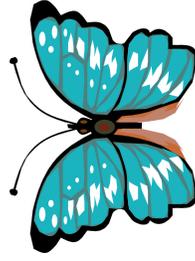
Butterfly



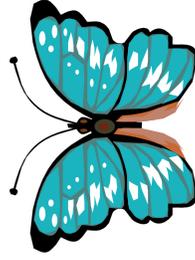
Butterfly



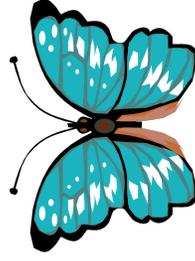
Butterfly



Butterfly



Butterfly





Butterfly

Your friend calls and asks you to go golfing with his family. You think you're not very good at golf and tell him he would have more fun with someone else. Your friend tells you that you can't get better unless you try, so you decide to join them.

You're thinking...



Butterfly

Your friend Ben is complaining to you about the Science test that you have this week. He got a D on the last test and is convinced there's nothing he could do to get a better grade. You believe he's able to get a better grade.

You're thinking....



Butterfly

You get into an argument with one of your friends because you heard he was talking about you behind your back. He calls you on the phone the next week and admits that he was wrong. He apologizes and says that it won't happen again. You forgive him.

You're thinking...



Butterfly

Your class is taking a science quiz, and the first question is difficult. You're able to remain calm and work through the first question.

You're thinking...



Butterfly

Your friend Wendy tells you that she decided not to go to the movies with you because she wants to hang out at Katie's house to swim. You're upset she broke her plans with you. You decide that it's important to tell Wendy she hurt your feelings.

You're thinking...



Butterfly

You and your friend, Diane, are working on a math assignment together. Ryan, a classmate, asks if he can work with you because he needs help on the assignment. You decide to help Ryan with the assignment.

You're thinking...



Butterfly

You and your friend, Sarah, are playing a game of Frisbee. Roger, a classmate, asks if he can join you. Sarah tells you she saw Roger tease another student earlier that day. You decide to let Roger play the game anyway.

You're thinking...



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That Thought

My sister and I will never get along.

Worm Thought

Name That Thought

She'll never want to play football with us because girls don't like football.

Worm Thought

Name That Thought

I'm not good at science.

Worm Thought

Name That Thought

She'll always be a selfish person.

Worm Thought

Name That Thought

People can't change how smart they are.

Worm Thought

Name That Thought

There'll never be a day when I'm not in the mood to go shopping!

Worm Thought

Name That Thought

I always do well in math so I don't need to study for the test.

Worm Thought

Name That Thought

My mom is never interested in coming to my soccer games so I won't even bother telling her about my game on Friday.

Worm Thought

Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That
Thought



Name That Thought

If I try harder, I should be able to get a better grade in math.

Caterpillar Thought

Name That Thought

I need to work on being more outgoing so I can meet more friends.

Caterpillar Thought

Name That Thought

People can change their ways if they're motivated to change.

Worm Thought

Name That Thought

Anyone can change their interests by trying out new things.

Caterpillar Thought

Name That Thought

If she keeps practicing, I think she'll be good enough to make the basketball team.

Caterpillar Thought

Name That Thought

I need to work on getting along better with my brother.

Caterpillar Thought

Name That Thought

I didn't like him the first time I met him, but I think I'll give him another chance.

Caterpillar Thought

Name That Thought

The more you learn, the smarter you get.

Caterpillar Thought

Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar Words

Motivate

Caterpillar Words

Change

Caterpillar Words

Improve

Caterpillar Words

Effort

Caterpillar Words

Forgive

Caterpillar Words

Persistence

Caterpillar Words

Challenge

Caterpillar Words

Open-minded

Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar



Caterpillar Words

Encourage

Caterpillar Words

Determination

Caterpillar Words

Helpful

Caterpillar Words

Accept

Caterpillar Words

Grow

Caterpillar Words

Succeed

Caterpillar Words

Flexible

Caterpillar Words

Modify



To Change Like a Caterpillar



TIME

Day 1- 40 Minutes

Day 2- 40 Minutes

MATERIALS

How I Think Questionnaire

People Match Game

People Match Record Sheet

People Match Answer Sheet

Problems with Stereotyping Worksheet (Day 2)

Thinking outside the Box Worksheet (Day 2)

Thinking outside the Box Strategies (Day 2)

PREPARATIONS

Photocopy/print the *How I Think* Questionnaire (one per student)

Prepare the People Match Game (one per group)

Photocopy/print the People Match Record Sheet (one per group)

Photocopy/print the *Problems with Stereotyping* Worksheet (Day 2) (one per group; double-sided)

Photocopy/print the *Thinking outside the Box* Worksheet (Day 2) (1 per group)

Review the *Thinking outside the Box* Strategies (Day 2)

GOALS

- ▶ To facilitate students' motivation to think in nonstereotyped ways
- ▶ To increase students' awareness of how stereotypes influence thinking and behavior toward others
- ▶ To promote flexible and nonstereotyped thinking
- ▶ To provide students with a framework for critically evaluating gendered information

KEY CONCEPTS

- ▶ Thinking for ourselves is important
- ▶ Stereotypes lead us to make incorrect guesses about people
- ▶ Everything is for everyone
- ▶ People don't always match stereotypes
- ▶ It's problematic to judge people by their group membership
- ▶ We can develop and practice strategies for thinking in nonstereotyped ways

SET THE STAGE

5 minutes

Remind students of their experiences engaging in the previous Critical Thinking activities:

- ▶ In this unit, we've been participating in activities that help us identify how we and other people think and feel. Who can remind us of what we learned?

Examples: How we think influences how we feel and behave; we can change our thoughts so that we think and behave in more positive ways; skills of empathy involve identifying someone's feelings and understanding someone's point of view; how to respond in understanding ways toward others who are similar and different from us; how we changed our skills and personality; to think about change using caterpillar thoughts and how this influences our behavior.

Introduce the *Thinking outside the Box* activity:

- ▶ Today, we'll discuss how we think about ourselves and others and how this influences our feelings and actions. The first thing we'll do is complete a brief questionnaire.

If students previously participated in the Sanford Harmony Program, ask what they remember about detecting stereotypes. Let them know they will play a new game to help them further understand the concepts and problems of stereotyping.

FACILITATE THE ACTIVITY

30 minutes

- ▶ When you're completing the *How I Think* Questionnaire, please fill out the questions honestly and don't put your name on it.

Hand out the *How I Think* Questionnaire and instruct students on how to complete it. When finished, collect them and redistribute to the class for scoring so that each student has someone else's questionnaire. Instruct them on how to score it. Ask students to raise their hands to indicate if the person who completed their questionnaire has a higher score in the first column or the second column. High scores in the first column indicate someone who is comfortable "thinking for themselves" and high scores in the second column indicate someone who is comfortable "having others tell them how to think." Create a table on the board to tally how many students fall into each category. Discuss the results with your class. The ultimate goal is to motivate students to think for themselves (instead of having stereotypes think for them).

- ▶ The results from the questionnaire show that most of the class believe it's important to think for themselves and that it's ok to have different opinions. It's important to learn and listen to the opinions and thoughts of others, but it's also important to be a leader, stick up for what you believe in, and use your own mind. Why is it important to use your own mind?

Examples: I am my own person; I don't think the same as other people; I won't have control over my decisions otherwise; people can lead me in the wrong direction; I can develop my own ideas; I can be creative and make positive changes; I can make my own decisions.

Thinking outside the Box

Day 1

2.4

Grade 5-6

- ▶ Thinking for yourself allows you to control your own thoughts and decisions. But it takes effort. Sometimes it's easier to allow others to tell you how to think. Over the next couple of weeks, we're going to discuss why thinking for yourself is worth the effort! First, let's do an exercise to see how we think about other people.

Create diverse groups of about three to four peers. Hand out the People Match Game cards and People Match Record Sheet. Instruct students on how to play the game.

- ▶ I'm handing each group pictures of people and strips with descriptions on them. As a group, match the descriptions with the people. You don't know them, but take a guess to see if you can figure out which descriptions accurately describe the people in the pictures. There are two descriptions for each person. Write your guesses on your record sheet. When you're done, we'll see which group came closest to getting the correct answers.

When students are done, ask each group to report their answers. Discuss how they made their guesses, making note of when they used stereotypes. Write down the stereotyped comments and read them when you introduce the concept of stereotypes.

- ▶ Who can tell me something they noticed about how we matched descriptions to people?
- ▶ That's right! A lot of the time we use stereotypes to guide our decisions. What is a stereotype?

Examples: A belief that all people in a group are the same; a fixed image of a group of people; judgments about someone based on ideas about the group to which they belong.

- ▶ What were some of the stereotypes used to guide decisions on how to match the descriptions?

Write the stereotypes on the board. Add the examples you wrote down if students don't remember them.

- ▶ Let's see if the stereotypes helped us get the matches correct.

Refer to the People Match Answer Sheet and report the answers to the students. Instruct them to record the answers on their answer sheets and calculate how many descriptions they got correct. Ask each group to share their scores with the class and write down the scores of each group on the board. Discuss the results.

- ▶ Not surprisingly, there wasn't one group who matched all the descriptions correctly. Why?

Examples: We didn't know the people; we can't judge someone just by seeing their picture; someone's gender doesn't tell us what a person likes; everyone is different; we need to get to know someone as an individual to correctly answer these questions.

- ▶ We learned that it's problematic to judge people by their group membership, such as their gender, age, or ethnicity. We need to get to know people as individuals.

SET THE STAGE

5 minutes

Remind students of the *Thinking outside the Box* activity.

- ▶ Last time we did a Sanford Harmony activity, we talked about stereotypes. Who remembers what a stereotype is?

Examples: A belief that all people in a group are the same; a fixed image of a group of people; judgments about someone based on ideas about the group to which they belong.

- ▶ What did we learn about stereotypes during that activity?

Examples: Stereotypes lead us to make incorrect guesses about people; stereotypes don't allow us to think for ourselves; it's important to view everyone as individuals and not just as members of their gender group; Thinking outside the Box means not allowing stereotypes to guide us.

FACILITATE THE ACTIVITY

30 minutes

- ▶ Today we'll continue talking about more problems with stereotyping and what we can do about them. We've already identified one problem with stereotyping — they cause us to make incorrect guesses about people. You'll work in groups and think of other problems associated with stereotyping; this worksheet addresses gender stereotypes.

Group students and hand out one *Problems with Stereotyping Worksheet* to each group; show them how to complete it. The worksheet covers the following five problems associated with stereotyping: (1) Preventing possible hobbies or careers, (2) Performing poorly in a stereotyped situation, (3) Making incorrect guesses about people, (4) Preventing possible friendships, and (5) Misremembering information that doesn't fit a stereotype.

Complete the first scenario as a class to make sure the students understand how to complete the worksheet. The stereotype: Girls like making jewelry. The problem: Stereotyping caused Lynn to incorrectly guess that Marie likes jewelry. Once the class appears to understand how to complete the worksheet, instruct them to complete the rest of the scenarios in their groups. Walk around the room as the groups are completing their worksheet and provide assistance as necessary.

When finished, invite students to share their responses with the class. Discuss each of the stereotyping problems with the class.

Following this discussion, assign each group one of the stereotyping problems to address. Hand out the *Thinking outside the Box Worksheet* and instruct students to brainstorm ideas on how to combat the stereotype that was assigned to them. Refer to *Thinking outside the Box Strategies* for ideas on how to prevent the stereotyping problems. Provide assistance to students as necessary.

When students are finished developing their *Thinking outside the Box* strategies, invite groups to share their ideas with the class.

How I Think Questionnaire

2.4

Grades 5-6

1. Read the statements below and rate how much each describes how you think. If the statement does not describe how you think at all, circle 1. If the statement describes how you think a little bit, circle 2. If the statement describes how you think a lot, circle 3.

	Not at All	A Little Bit	A Lot
1) I can think for myself.....	1	2	3
2) It's easier to just let others do the thinking for me	1	2	3
3) I'm a leader, not a follower.....	1	2	3
4) I let others tell me how I should think	1	2	3
5) I usually just agree with whatever my friends think.....	1	2	3
6) I try not to judge people until I get to know them	1	2	3
7) It's ok for me to have different opinions than other people	1	2	3
8) I usually look to others to tell me how I should think.....	1	2	3

2. Write the numbers to your answers and add the numbers in each column. Which column has a higher score?

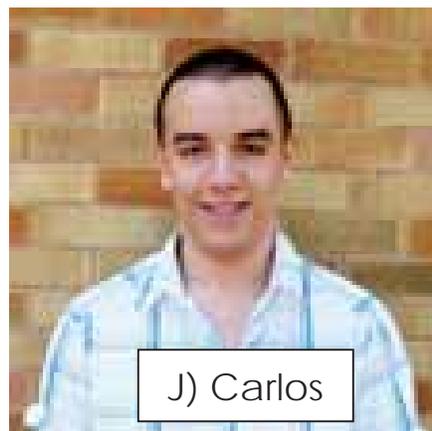
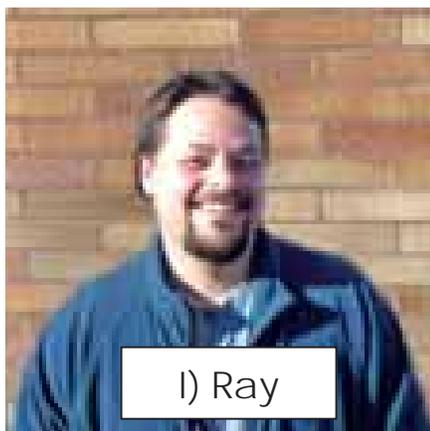
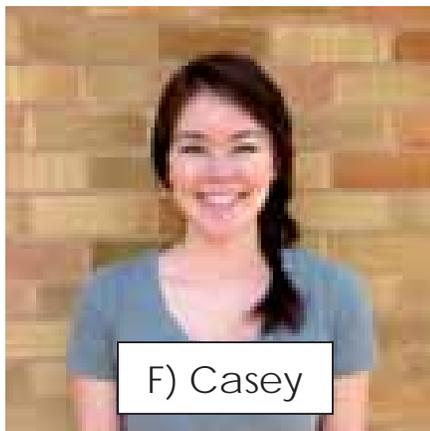
I	II
1) _____	2) _____
3) _____	4) _____
6) _____	5) _____
7) _____	8) _____
Total _____	_____

How to Print Game Cards

For best results, use the following settings when printing:

- Choose *Portrait*
- Print on *one side*
- Scaling: *Actual size*

Cut along the dotted lines that appear on one side of each page.



Match two descriptions to each person.

1) I like playing video games.

2) I was on a rock climbing team.

3) My favorite baseball team is the Philadelphia Phillies.

4) I play guitar in a band.

5) I took drum lessons as a child.

6) I enjoy watching college football.

7) I've run in five marathons.

8) I send at least 10 texts per day.

9) I hate shopping for clothes.

10) I was on a tee-ball team.

11) I wish I had an English Bulldog.

12) I'm a photographer.

13) My favorite color is purple.

14) I'm a teacher.

15) I love Thai food.

16) I like going to symphony concerts.

17) I was in a professional opera.

18) I just learned how to knit.

19) I was born in Arizona.

20) I have a dog named Jasmine.

People Match Record Sheet

2.4

Grades 5-6

INSTRUCTIONS: (Descriptions are listed at the bottom of this page. Each description has a number.) Match two descriptions to each person and write the corresponding numbers in the boxes next to each person's name. When provided with the correct matches, count how many are correct for each person and calculate the total number of correct matches for the game!

People	Matches		Correct Answers		Correct Matches?
A. Karen					0 1 2
B. Cindy					0 1 2
C. Matt					0 1 2
D. Zareen					0 1 2
E. Jon					0 1 2
F. Casey					0 1 2
G. Ashley					0 1 2
H. Chris					0 1 2
I. Ray					0 1 2
J. Carlos					0 1 2
					Score = _____

Descriptions:

1. I like playing video games.	6. I enjoy watching college football.	11. I wish I had an English Bulldog.	16. I like going to symphony concerts.
2. I was on a rock climbing team.	7. I've run in five marathons.	12. I'm a photographer.	17. I was in a professional opera.
3. My favorite baseball team is the Phillies.	8. I send at least 10 texts per day.	13. My favorite color is purple.	18. I just learned how to knit.
4. I play guitar in a band.	9. I hate shopping for clothes.	14. I'm a teacher.	19. I was born in Arizona.
5. I took drum lessons as a child.	10. I was on a tee-ball team.	15. I love Thai food.	20. I have a dog named Jasmine.

People	Descriptions
A. Karen	7. I've run in five marathons. 18. I just learned how to knit.
B. Cindy	3. My favorite baseball team is the Phillies. 9. I hate shopping for clothes.
C. Matt	13. My favorite color is purple. 20. I have a dog named Jasmine.
D. Zareen	1. I like playing video games. 8. I send at least 10 texts per day.
E. Jon	6. I enjoy watching college football. 16. I like going to Phoenix symphony concerts.
F. Casey	5. I took drum lessons as a child. 19. I was born in Arizona.
G. Ashley	10. I was on a tee-ball team. 12. I'm a photographer.
H. Chris	2. I was on a rock climbing team. 15. I love Thai food.
I. Ray	4. I play guitar in a band. 14. I'm a teacher.
J. Carlos	11. I wish I had an English Bulldog. 17. I was in a professional opera.

INSTRUCTIONS: Read the scenarios below. In each, one of the characters let a stereotype think for them. Identify the stereotype and describe how stereotyping is problematic by choosing one of the following stereotyping problems: (a) Prevented possible hobbies or careers, (b) Performed poorly in a stereotyped situation, (c) Made an incorrect guess about someone, (d) Prevented possible friendships, or (e) Misremembered information that doesn't fit a stereotype (distorted counterstereotypic information).

Scenario	What's the Problem?
<p>1. Lynn, an 11 year-old girl, recently moved to a new neighborhood. Although she missed her old friends, Lynn was excited because her next door neighbor, Marie, was the same age as her was. As Lynn was unpacking boxes, Marie knocked on the door and invited her to attend her birthday party. Lynn decided to buy Marie a jewelry-making kit for her birthday present.</p> <p>When Lynn gave Marie her present at the party, she heard someone whisper, "Marie hates wearing jewelry! Why would Lynn buy her that?"</p>	<p>What is the stereotype? _____</p> <p>_____</p> <p>How was stereotyping problematic in this situation?</p> <p>a) Prevented possible hobbies or careers</p> <p>b) Performed poorly in a stereotyped situation</p> <p>c) Made an incorrect guess about someone</p> <p>d) Prevented possible friendships</p> <p>e) Misremembered information that did fit the stereotype</p>
<p>2. Jeremy went to the hospital because he broke his arm at the playground. While there, he was introduced to Dr. Stacie Frankel, who told him he would need to wear a cast for at least 1 month. Before she left the room, Dr. Frankel gave him a chocolate lollypop!</p> <p>When he got home, Jeremy's little sister asked him where he got the lollypop. Jeremy replied, "The nurse at the hospital gave it to me."</p>	<p>What is the stereotype? _____</p> <p>_____</p> <p>How was stereotyping problematic in this situation?</p> <p>a) Prevented possible hobbies or careers</p> <p>b) Performed poorly in a stereotyped situation</p> <p>c) Made an incorrect guess about someone</p> <p>d) Prevented possible friendships</p> <p>e) Misremembered information that did fit the stereotype</p>

Scenario	What's the Problem?
<p>3. Dianna and Bonnie were playing hopscotch on the playground. Dianna noticed a friendly looking boy sitting alone on a bench. Dianna asked Bonnie if they should invite him to play with them.</p> <p>Bonnie replied, "No way! He wouldn't want to play hopscotch with us!"</p>	<p>What is the stereotype? _____</p> <p>_____</p> <p>How was stereotyping problematic in this situation?</p> <p>a) Prevented possible hobbies or careers</p> <p>b) Performed poorly in a stereotyped situation</p> <p>c) Made an incorrect guess about someone</p> <p>d) Prevented possible friendships</p> <p>e) Misremembered information that did fit the stereotype</p>
<p>4. Sammy was at the YMCA with his father, who told him he could sign up for a class that summer. Sammy looked at the list of classes and noticed they were offering a ballet class. Sammy really wanted to take the class, but thought his father wouldn't want him to.</p> <p>When his father asked him which class he wanted to take, Sammy replied, "How about karate?"</p>	<p>What is the stereotype? _____</p> <p>_____</p> <p>How was stereotyping problematic in this situation?</p> <p>a) Prevented possible hobbies or careers</p> <p>b) Performed poorly in a stereotyped situation</p> <p>c) Made an incorrect guess about someone</p> <p>d) Prevented possible friendships</p> <p>e) Misremembered information that did fit the stereotype</p>
<p>5. It was Beth's first day at a new school and she was sent to a room to take an Advanced Science Placement Test. Beth was really good at science and wanted to take a higher level class. When she walked into the room, she noticed there were about 20 students and almost all of them boys. When the teacher passed out the test, she started to get nervous. She thought to herself, "I guess many girls at this school don't take advanced science classes. I hope I can still do well."</p> <p>As Beth was completing the questions, she continued to be nervous and had trouble concentrating on her answers. When the teacher said that their time was up, she had only completed half the test!</p>	<p>What is the stereotype? _____</p> <p>_____</p> <p>How was stereotyping problematic in this situation?</p> <p>a) Prevented possible hobbies or careers</p> <p>b) Performed poorly in a stereotyped situation</p> <p>c) Made an incorrect guess about someone</p> <p>d) Prevented possible friendships</p> <p>e) Misremembered information that did fit the stereotype</p>

Thinking outside the Box Worksheet

Day 2

2.4

Grades 5-6

INSTRUCTIONS: Think about the Stereotyping Problem you were assigned. What strategies can you use to prevent this problem? As a group, brainstorm **three strategies** that help you and your classmates “think outside the box” instead of letting stereotypes do the thinking for you. Then, discuss how you’ll use this strategy in your class. Be prepared to share your ideas.

Team Members:

What is your stereotyping problem? (*Circle*)

- a) Preventing possible hobbies or careers
- b) Performing poorly in a stereotyped situation
- c) Making an incorrect guess about someone
- d) Preventing possible friendships
- e) Misremembering information that does not fit the stereotype

Thinking outside the Box Strategy	How will we use this strategy in our classroom?
1.	
2.	
3.	

Stereotyping Problem	Strategies
Preventing possible hobbies or careers	<ul style="list-style-type: none"> ▶ Try out new hobbies ▶ Speak up when someone pressures you or someone else to participate in only certain activities ▶ Remember that activities are for everyone (e.g., there is no such thing as a “girl” or “boy” activity or career)
Performing poorly in stereotyped situations	<ul style="list-style-type: none"> ▶ Support others who are trying out stereotyped activities ▶ Remember that activities are for everyone (e.g., there is no such thing as a “girl” or “boy” activity or career) ▶ Use relaxation strategies when you get nervous performing in stereotyped activities
Making an incorrect guess about someone	<ul style="list-style-type: none"> ▶ Learn about people instead of making guesses based on stereotypes ▶ Correct others who make guesses about people based on stereotypes ▶ Support others who are behaving in ways that don’t match stereotypes
Preventing possible friendships	<ul style="list-style-type: none"> ▶ Learn about others instead of making guesses based on stereotypes ▶ Learn from others who are different from you ▶ Be open to getting to know others who are different than you
Misremembering information that does not fit the stereotype	<ul style="list-style-type: none"> ▶ Be aware of how stereotypes may distort your memory ▶ Pay attention to the facts in situations ▶ Do not make guesses when you don’t remember information

TIME

45 Minutes

Homework Follow-up - 5 Minutes

MATERIALS

Scooter Script

Messages in the Media Worksheet

Messages in the Media Homework (Homework Follow-up)

PREPARATIONS

Photocopy/print the Scooter Script (1 per student)

Photocopy/print the *Messages in the Media* Worksheet (one per group)

Photocopy/print *the Messages in the Media* Homework (one per student)

GOALS

- ▶ To reinforce concepts covered in the Critical Thinking Unit (i.e., empathy, caterpillar thoughts, and stereotyping)
- ▶ To increase students' awareness of how the media influences their thoughts and behaviors
- ▶ To provide students with the opportunity to critically evaluate gender and relationship messages present in the media

KEY CONCEPTS

- ▶ Our thoughts influence our feelings and behaviors
- ▶ We can change the way we think so that we interact with one another in positive ways
- ▶ Messages in the media influence how we think and behave
- ▶ It's important to think for yourself
- ▶ It's important to be aware and critical of media messages

SET THE STAGE

10 minutes

- ▶ We've been participating in activities to help us identify how we and others think and feel. What are some that focused on our thoughts and feelings?

Examples: We tried to stop ourselves from thinking; we did worksheets to identify how we would think and feel in different situations; we compared our different thoughts and feelings with one another; we talked about empathy skills; we acted out and guessed feelings; we talked about our points of view; we played the WISES Game and practiced responding to one another in understanding ways; we talked about the problems with stereotypes and identified strategies to help us think outside the box.

- ▶ We talked about a lot of different things in this unit! All of these different topics — empathy, caterpillar thoughts, and stereotyping — help us realize how our thoughts influence our feelings and behaviors. We learned we can change the way we think so that we behave and interact with one another in more positive ways. Today we'll see how some of these concepts are present in the media.
- ▶ Why do you think it's important to know how empathy, caterpillar or worm thoughts, and stereotyping are portrayed in the TV shows and movies we watch?

Examples: We learn from watching TV; some people look to the characters in TV shows and movies to tell them how to act; the characters in TV shows and movies are role models for us.

- ▶ Sometimes we think of the characters in TV shows and movies as role models and we learn things from watching how they dress, behave, and interact with one another. What characters do we look up to?

- ▶ These characters dress and behave in certain ways and sometimes we look to them to know what's "cool," "popular," or how to interact with one another. Who can tell me how these characters might influence you?

Examples: They have certain hair styles or clothes considered popular; music they perform; the way they act is cool.

- ▶ Being influenced by performers or characters on TV shows and movies can be a good thing when they interact in ways that teach positive messages. What are some of the positive messages these stars teach — either on their shows or in their personal lives?

Examples: Giving to charity; how to be a good friend; not giving up on our dreams; working hard to reach a goal.

- ▶ There are times, though, when these stars behave in ways that are negative. What are negative messages that stars have portrayed?

Examples: Using drugs or alcohol; dressing inappropriately; treating their friends poorly; behaving in selfish ways.

- ▶ Why is it problematic when stars behave in ways that are negative? How does this influence you and your peers?

Examples: It's ok to do these things; it's cool to behave this way.

- ▶ People your age often look up to certain stars and behave like them, even when it's negative. This goes against our goal of thinking outside the box. Who remembers some of the statements that we rated on the *How I Think* Questionnaire?

Examples: I can think for myself; I am a leader, not a follower; it's okay for me to have different opinions from other people.

- ▶ As a class, we discussed how we wanted to think for ourselves — we decided that the [Class Name] are going to be leaders, not followers! This means we need to make our own decisions of what we think is cool or popular and recognize when some of our role models behave in ways we don't want to follow.

Introduce the Critical Thinking in Practice activity:

- ▶ Today, students act out a script that's similar to some of the messages we often see on TV shows. We're going to practice identifying these messages so that we decide how we want to react and think for ourselves.

FACILITATE THE ACTIVITY

25 minutes

Create diverse groups of students and pass out one *Messages in the Media* Worksheet to each group. Next, recruit four students to act out the script for the class (Narrator, Brandon, Mike, and Brandon's Dad).

Give each actor and student a copy of the Scooter Script.

- ▶ Let's watch our classmates act out the scenario in this script. Afterward, discuss the scenario in your groups and complete the worksheet. Select one person to record your responses and at least one other person who'll share your responses with the class.

Have students act out the script. If necessary, have them act out the script twice. Then, give students about 10–15 minutes to complete the questions on their worksheets.

When finished, invite them to share their responses with the class. Some possible questions include:

- ▶ What was the concept illustrated in this script?

Examples: Stereotyping; lack of empathy for Brandon's feelings about his scooter (they did not respond in an understanding way).

- ▶ What were some stereotypes the characters said?

Examples: Mike: It has pink wheels; you just bought a girl's scooter; only girls ride these things; this is a skirt scooter; a "woman on wheels."

Brandon's Dad: You may as well wear a princess dress while you're driving this thing around.

Brandon: Please tell me I didn't just waste my money on a girl's scooter.

- ▶ Which of the problems with stereotyping does this clip illustrate?

Examples: Preventing possible hobbies (activities, possessions).

- ▶ How did Brandon feel before he showed his father and Mike the scooter?

Examples: Happy; excited; proud.

- ▶ How did Brandon feel after he showed his father and Mike the scooter?

Examples: disappointed; embarrassed; frustrated.

- ▶ How could Brandon's Dad and Mike have used empathy skills to respond differently to Brandon?

Examples: Acknowledged how excited Brandon felt; recognized Brandon's perspective by acknowledging that he thought it was a cool scooter; excited because he saved up his money for something he wanted; share Brandon's excitement and ask to try it out.

- ▶ How can Brandon use one of our stereotyping strategies to think outside the box and not let the stereotype think for him?

Examples: Speak up and say he likes the scooter anyway; tell them that there is no such thing as a girl scooter — anyone can ride any scooter; they don't make scooters specifically for girls or boys; just because the scooter has pink on it doesn't mean it's only for girls.

WRAP IT UP

10 minutes

At the end of the activity, discuss the experience with your students. Ask:

- ▶ How are kids your age influenced by the messages we saw in the script?

- ▶ How can analyzing the messages in the media help you be more in control of your decisions?

- ▶ How can kids your age help one another be leaders and behave in positive ways, instead of following negative behaviors just because they're considered "popular"?

HOMEWORK FOLLOW-UP

5 minutes

Hand out the *Messages in the Media* Homework and explain the assignment:

- ▶ To help us practice identifying messages in the media, you'll have a homework assignment that involves watching TV! How many of you watch TV?
- ▶ As you're watching TV, notice messages that portray the concepts learned in this unit: empathy skills, caterpillar and worm thoughts, and stereotyping. Fill out the questions whenever you notice. List the date, time, and show or commercial. Then, write the concept in the space provided. Be specific. If the concept is empathy, list which of the empathy skills you observed (e.g., identified feelings) or lack of empathy skills you observed (e.g., ignored someone's perspective). If it's a caterpillar or worm thought, list what the character said. If you observed stereotyping, list the stereotype and the problem type (e.g., preventing potential friendships).

Narrator: Brandon bursts through the front door, excitedly greeting his father.

Brandon: "I got it! I got it! A brand new scooter! I 've been saving up for 3 long months and now it's mine!"

Dad: "I'm proud of you son, especially because you didn't have to use my money! Let's go take a look at it."

Narrator: Brandon, his dad, and his friend Mike walk out front to look at Brandon's new scooter.

Mike: "Where is it? Where's it at?!"

Brandon: "Ta-da!" (Brandon waves his hands over to the scooter with a smile)

Mike: (with a loss of excitement) "I can't believe it."

Brandon: "I can't believe it either! It's all mine!" (Still excited)

Mike: "You must be joking. You're messing with us, right? (Starts laughing)

Brandon: "Messing with you? What do you mean?" (Concerned)

Mike: "Dude, it has pink wheels! You just bought a girl's scooter!"

Brandon: "What?! No way!"

Mike: "Only girls would want to ride this thing. It's a skirt scooter! A 'woman on wheels!'"

Brandon: "Dad, please tell me Mike's wrong! Do you think I bought a girl's scooter, too?"

Dad: "Son, you may as well wear a princess dress driving this thing around!"

Narrator: Brandon puts his hands over his face and shakes his head.

Brandon: "Oh no! Please tell me I didn't just waste my money on a girl's scooter!"

Narrator: Brandon looks up to see Mike and his dad nod. Brandon pushes down the scooter and runs inside.

Team Members: _____

Team Recorder: _____

Who will share your responses with the class? _____

1. What were the concepts illustrated in the script?

2. What were some of the stereotypes the characters said?

- Mike: _____

- Brandon's Dad: _____

- Brandon: _____

3. What problems with stereotyping does it illustrate? _____

4. How did Brandon feel before he showed his father and Mike the scooter?

5. How did he feel after he showed his father and Mike the scooter?

6. How could've Brandon's dad and Mike used empathy skills to respond differently to Brandon?

7. How can Brandon use one of our stereotyping strategies to think outside the box and not let the stereotype think for him?



Communication



Unit 3

CONTENTS

This Unit contains all resources needed for teaching *Grades 5–6*, Unit 3: Communication. Resources include Activities, Games, and Supplemental Materials.

Unit 3: Communication is composed of four activities:

Activity 3.1

Name That Communication Blooper – Students learn about potential problems, or “Bloopers,” that occur when communicating with others.

Activity 3.2

The Communicator – Students identify effective strategies, or “Boosters,” to use when communicating with others.

Activity 3.3

Communication in the Media – Students identify Communication Bloopers and Boosters in the media.

Activity 3.4

Collaboration in Action – Students practice using Communication Boosters and avoiding Communication Bloopers in a cooperative learning group activity.

ACTIVITY SNAPSHOTS

Activity 3.1

Name That Communication Blooper – Students learn about potential problems, or “Bloopers,” that occur when communicating with others.

Activity 3.2

The Communicator – Students identify effective strategies, or “Boosters,” to use when communicating with others.

Activity 3.3

Communication in the Media – Students identify Communication Bloopers and Boosters in the media.

Activity 3.4

Collaboration in Action – Students practice using Communication Boosters and avoiding Communication Bloopers in a cooperative learning group activity.

DESCRIPTION

Activities in the Communication Unit allow students to participate in observational and experiential exercises to increase their understanding of healthy and unhealthy communication patterns. Students learn to identify their own communication styles and are provided with opportunities to practice effective ways of engaging with others.

RESEARCH CONNECTIONS

Learning is a social activity. Classroom instructional practices often require students to interact and communicate effectively with their peers. This is especially true when students are placed in cooperative groups to accomplish a shared goal. Cooperative activities help students practice social skills, develop a deeper understanding of the material, acquire new perspectives, utilize critical thinking skills, and learn the skills needed to put ideas and concepts into words. Despite the widespread benefits of cooperative learning, students often do not have the necessary skills needed to work with their classmates in productive ways. Students become frustrated and unproductive in work groups when they are ill prepared to resolve conflicts, express their ideas, assert their opinions, ask for assistance, and ensure that all members are contributing to the task. In some cases, students may perceive that group work is even more challenging when placed with peers who are unfamiliar to or different from them. For example, students often resist being placed in mixed-gender groups and tend to complain about the difficulty of working with other-gender peers (e.g., “boys are slackers;” “girls are controlling”).

The challenges of working in cooperative learning groups highlight the need for students to spend time learning the communication skills needed to make group work successful. Work-related communication skills involve listening, helping, negotiating, and facilitating. It is often beneficial for students to practice these work-related skills in an informal, familiar context before attempting to apply them during a more demanding academic task. Although learning and practicing effective communication strategies is essential for success, it is also important for students to become aware of communication roadblocks that interfere with their ability to work effectively with peers. Some communication roadblocks include ignoring, interrupting, withdrawing from the task, and displaying controlling behaviors. When students are mindful of the behaviors that interfere with their peer interactions, they are more likely to have the motivation and skills needed to replace these behaviors with effective communication strategies.

TIME

50 Minutes

MATERIALS

Unit 3 Home–School Connection Letter

Bell

Communication Blooper Cards

Communication Blooper Script (Student copy)

Communication Blooper Script (Teacher Copy)

Communication Bloopers and Boosters -
Reference Guide

PREPARATIONS

Photocopy/print and send home the Unit 3
Home–School Connection Letter (one per
student)

Photocopy/print the Communication Blooper
Cards (one set per group)

Photocopy/print the Communication Blooper
Script (Student copy; six copies)

Photocopy/print the Communication Blooper
Script (Teacher copy)

Review the Communication Bloopers and
Boosters – Reference Guide

GOALS

- ▶ To increase students' awareness of Communication Bloopers
- ▶ To provide students with an opportunity to practice identifying Communication Bloopers
- ▶ To prepare students for the activities contained within the Communication Unit

KEY CONCEPTS

- ▶ Working in groups can be challenging
- ▶ Communication Bloopers (interrupting, controlling, ignoring, and withdrawing) can prevent us from working successfully with one another
- ▶ Everybody bloopers
- ▶ Being aware of Communication Bloopers will allow us to catch and stop ourselves when “blooping”

SET THE STAGE

5 minutes

Remind students of the purpose of the Sanford Harmony Program:

- ▶ One of the purposes of the Sanford Harmony Program is to improve students' experiences in cooperative work groups. Working in groups can be difficult; even adults sometimes find group work challenging! If you've ever found it, challenging, think of the reasons why. Maybe you think group work is easy – not challenging. If so, think of why some students in this classroom or school find it challenging. As a class, we're going to brainstorm a list of reasons why group work can be challenging; I'll write your ideas on the board. Remember, there are no right or wrong answers!

Examples: Group members don't do their fair share of work; group members are bossy; group members don't listen to my ideas; group members don't agree.

If students are having difficulty generating ideas, provide them with one or more examples. Record their responses on the board.

- ▶ Let's look at the challenges you came up with. Most or nearly all these challenges have something – or everything – to do with ineffective communication strategies, or what we're going to call Communication Bloopers.

If students participated in the Sanford Harmony Program in previous years, ask them what they remember about Communication Bloopers. Let them know they are going to review these concepts and learn a new Communication Blooper – Controlling.

- ▶ Today, we'll discuss four types of Communication Bloopers that make group work challenging.

Write the four Communication Bloopers on the board: (1) Interrupting, (2) Controlling, (3) Ignoring, and (4) Withdrawing. Ask students to define these Communication Bloopers and for examples of each. As necessary, provide them with the following definitions and examples:

- ▶ *Interrupting* means stopping someone in the middle of what they're doing or saying. If I'm in a group and [insert name of student] is sharing her idea, but I cut her off to say my idea, I'm interrupting!
- ▶ *Controlling* means deciding the direction of the group without considering the others' perspectives.
- ▶ *Ignoring* means not recognizing other group members' needs or perspectives. Suppose [insert name of student] is one of my group members and asks me a question, but I don't answer it; that's ignoring!
- ▶ *Withdrawing* is removing yourself mentally or physically from the group's task. If I decide to doodle on my notebook instead of contributing ideas to my group, that's withdrawing!
- ▶ Now that we know something about each of these four Communication Bloopers, let's work together to determine which Communication Blooper best describes each of the ideas you brainstormed. Let's look at the challenges you came up with and see which challenges match up with each Blooper.

Ask for students' assistance helping you identify which ideas correspond with each of the Communication Bloopers.

When finished matching up the challenges with the Communication Bloopers, introduce the Communication Unit.

- ▶ Today we're beginning a new unit — the Communication Unit. The activities provide us the opportunity to think about how to avoid and teach us Communication Boosters, or effective communication strategies!

FACILITATE THE ACTIVITY

40 minutes

- ▶ Today we'll play a game called Name that Communication Blooper! The purpose is to provide us with practice identifying Communication Bloopers. We use Communication Bloopers from time to time. For example, you get really excited about one of your ideas and interrupt a group member to share it without even realizing it. Most of us don't mean to bloop and usually don't even realize we're doing it. Today's goal is to help us become more aware of these Bloopers so we catch and stop ourselves when we're about to bloop.
- ▶ I need six students to volunteer to act out a short play in front of the class - twice. The first time, these six will act out the play, and the rest of the class will observe. The second time, I'm going to sound a bell at various times throughout the play. The actors will freeze, and then I'll say, "Name that Blooper!" Those of you who aren't actors will make up four teams. Each team decides which Blooper occurred and, when I give the signal, the team leader holds up the appropriate Blooper card. The team who correctly identifies the most Bloopers wins!

Select six volunteers to serve as actors (four students, one teacher, one narrator). Distribute the script to the actors and assign a role to each student. Instruct them to silently read over the script, and let them know they will act it exactly as written. Meanwhile, divide the remainder of the class into four teams. Have students arrange their chairs so they are near their team members and facing the front of the classroom; instruct the actors to read the script out loud as the rest of the students observe. After the script has been read once through, provide each team with a set of Communication Blooper Cards. Instruct them to select a Team Captain, who will be responsible for holding up the appropriate Blooper card.

Provide students with additional instructions:

- ▶ Remember, once I sound the bell and say "Name that Blooper!" you should consult with your team members to choose the correct Blooper. Don't yell out the answer or you'll be helping the other teams! Each team will have 20 seconds to decide on an answer; once time is up, each Team Captain will hold up the chosen Blooper card. Are there any questions?

Instruct the students to begin acting out the script. At each Blooper, sound the bell and, after 20 seconds, say "Name that Blooper!" At the end of the play, instruct actors to return to their seats. Congratulate the winning team!

WRAP IT UP

5 minutes

Discuss the experience with students. Ask:

- ▶ Which Communication Blooper occurs most often in this classroom?

Dear Parent/Guardian(s):

We are ready to begin the Communication Unit of the Sanford Harmony Program! In this unit, students increase their awareness of ineffective communication behaviors and have the opportunity to practice effective and healthy communication strategies. In the first activity, students learn about four ineffective communication behaviors, called *Communication Bloopers*, which prevent us from working well in groups. The four bloopers are interrupting, controlling, ignoring, and withdrawing. When students become aware of Communication Bloopers, they are able to catch themselves when they “bloop” and replace them with effective communication strategies. In the second activity, students learn about four effective communication strategies, called *Communication Boosters*. The four effective strategies are listening, supporting, facilitating, and negotiating. During our third activity, students watch popular, age-appropriate media clips to practice identifying communication behaviors in the media. The last activity provides students the opportunity to observe and practice Communication Boosters and avoid Communication Bloopers. Students play a game where they break into groups and earn points for using Communication Boosters while building the tallest paper tower!

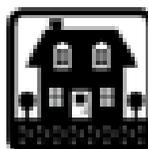
An important part of the Sanford Harmony program is for students to continue to discuss and practice concepts outside the classroom. Please see the Parent Tips below for fun ways to practice effective communication at home!

HOME–SCHOOL CONNECTION TIPS

1. Ask your child to name the Communication Bloopers discussed in the first activity (interrupting, controlling, ignoring, and withdrawing.) Everybody “bloops,” but we can decrease how often by catching ourselves in the act! Discuss which blooper is most difficult to avoid. Share with the blooper you have trouble avoiding.
2. The second activity describes the four types of Communication Boosters: listening, supporting, facilitating and negotiating. Which of the strategies is the easiest for your child to use? The most difficult? Share the strategies you find challenging.
3. Watch your child’s favorite TV show together and record how often specific characters display Bloopers or Boosters. Discuss how they influence the way characters think, feel, and behave and how they affect their interactions with others.
4. During a family meal or activity, have at least one member of your family keep track of the number of Bloopers and Boosters that occur during the discussion. Do this at least once a week and see if your family can improve their score!

Thank you for your continued support of the Sanford Harmony Program! Please contact me if you have any questions about the program or concepts that we are learning about in school.

Sincerely,



CONTROLLER



INTERRUPTER

IGNORER



WITHDRAWER

Once upon a time, in a classroom not too far away...

Mr. Finkle: Ok class, settle down...quiet please. All eyes on me. I'll count down 5, 4, 3, 2 ... very impressive students! Now I have your attention.

Mr. Finkle's attention is slowly diverted to the back of the room, where Jenna is looking through her desk.

Mr. Finkle: Jenna, I need your attention (Jenna complies). Ok everybody...it's time for Social Studies. Today we're going to have a chance to work within our small groups on the...

Patrice: Is it the Globe project?! Please say Globe project!

Herman: No, Patrice. I bet we're going to work on the review sheet for the test coming up because...

Patrice: I think you should put a rubber hose up your nose, Herman. Gloooooobe!

Mr. Finkle: No shout-outs! I'll wait for you....

Patrice (whispers): Glooobe.

Herman: She's still talking Mr. Finkle. That's a warning.

Mr. Finkle: (calmly) Ok, Herman, let me decide who gets a warning. (Deep breath) Let's move on to the project. The Globe project.

Patrice: Yay! (Smiling)

Supplies are passed out to each group: Flour, newspaper, water, a balloon, and a tub. Herman, Julio, Jenna, and Patrice form a cooperative learning group.

Julio: Ok, I want everyone to take out their balloons and put them on the table. Be quiet; I'll tell you how we're going to do this. First we want to....

Herman: Slow down, Napoleon, no one appointed you leader.

Jenna: Who's Napoleon?

Herman: He was a famous ruler in the country of....

Julio: But I'm over 5 feet tall; Napoleon was as short as a fire hydrant!

Patrice: (mumbling) Herman, why they don't they serve French fries in the cafeteria anymore? I like French fries!

Herman: The point is, Julio, we don't need a Finkle wannabe in our group. Who's with me?

Jenna: I don't mind directions, but don't be so bossy about it.

Julio, Herman, and Jenna look at Patrice for a response. Patrice keeps her head down as she fiddles with the button on her shirt. After an awkward moment, she looks up at the group.

Patrice: What're you all looking at? This button looks like it's going to fall off.

Herman: Come on, Patrice. Focus. You're the one who wanted to do the Globe project in the first place.

Patrice: Ok, ok. Let's blow up our balloons.

All the students begin to blow up their balloons; Herman looks at his green balloon thoughtfully.

Herman: Hey Julio, do you want to trade your blue balloon for my green one?

Julio looks back at Herman and continues to exhale into his Blue balloon.

Herman: Well? Do you want the green one? What do you say, buddy?

Julio (turns to Jenna): Don't go too far, it'll pop.

Jenna: Right on, Julio!

Herman relents and finishes blowing up his green balloon.

Patrice: My balloon is ready. Here's how to tie a knot. Everybody stop for a second and watch me. I'm good at this.

Jenna: Wait I'm not...

Patrice: Shhh...watch me! Julio and Herman, are you watching?

Julio: No, I know how to tie a knot.

Patrice finishes her demonstration and ties a knot in the balloon.

Patrice: Ok, whatever, Julio.

Patrice looks over at Herman.

Patrice: Herman, just do it like I did mine; it's easy that way.

Herman: Where does my thumb go? This thing...

Jenna: Oh just give it to me.

Jenna reaches across to grab Herman's balloon. Herman resists and the balloon goes flying into the air. Herman at first looks surprise, then he looks mad.

Patrice: Relax, Herman. It's not a big deal; we have more balloons.

Herman sits down in his chair and starts doodling on a piece of paper.

Julio: Ok, I blew up my balloon, now what?

Patrice: Jenna, can you pass me the flour and water?

No one replies.

Patrice: I see. What a sad crew we have here. Ok, I'll get it myself!

Mr. Finkle: Ok, class. Quiet down! It's time to start cleaning up! We'll finish the globes after lunch!

Once upon a time, in a classroom not too far away...

Mr. Finkle: Ok class, settle down...quiet please. All eyes on me. I'll count down 5, 4, 3, 2 ... very impressive students! Now I have your attention.

Mr. Finkle's attention is slowly diverted to the back of the room, where Jenna is looking through her desk.

Mr. Finkle: Jenna, I need your attention (Jenna complies). Ok everybody...it's time for Social Studies. Today we're going to have a chance to work within our small groups on the...

Patrice: Is it the Globe project?! Please say Globe project! **[INTERRUPTER]**

Herman: No, Patrice. I bet we're going to work on the review sheet for the test coming up because... **[CONTROLLER]**

Patrice: I think you should put a rubber hose up your nose, Herman. Gloooooobe! **[INTERRUPTER]**

Mr. Finkle: No shout-outs! I'll wait for you....

Patrice (whispers): Glooobe.

Herman: She's still talking Mr. Finkle. That's a warning. **[CONTROLLER]**

Mr. Finkle: (calmly) Ok, Herman, let me decide who gets a warning. (Deep breath) Let's move on to the project. The Globe project.

Patrice: Yay! (Smiling)

Supplies are passed out to each group: Flour, newspaper, water, a balloon, and a tub. Herman, Julio, Jenna, and Patrice form a cooperative learning group.

Julio: Ok, I want everyone to take out their balloons and put them on the table. Be quiet; I'll tell you how we're going to do this. First we want to.... **[CONTROLLER]**

Herman: Slow down, Napoleon, no one appointed you leader. **[INTERRUPTER]**

Jenna: Who's Napoleon?

Herman: He was a famous ruler in the country of....

Julio: But I'm over 5 feet tall; Napoleon was as short as a fire hydrant! **[INTERRUPTER]**

Patrice: (mumbling) Herman, why they don't they serve French fries in the cafeteria anymore? I like French fries! **[WITHDRAWER]**

Herman: The point is, Julio, we don't need a Finkle wannabe in our group. Who's with me? **[IGNORER]**

Communication Blooper Script

Teacher Copy

3.1

Grades 5-6

Jenna: I don't mind directions, but don't be so bossy about it.

Julio, Herman, and Jenna look at Patrice for a response. Patrice keeps her head down as she fiddles with the button on her shirt. After an awkward moment, she looks up at the group.

Patrice: What're you all looking at? This button looks like it's going to fall off. **[WITHDRAWER]**

Herman: Come on, Patrice. Focus. You're the one who wanted to do the Globe project in the first place.

Patrice: Ok, ok. Let's blow up our balloons.

All the students begin to blow up their balloons; Herman looks at his green balloon thoughtfully.

Herman: Hey Julio, do you want to trade your blue balloon for my green one?

*Julio looks back at Herman and continues to exhale into his Blue balloon. **[IGNORER]***

Herman: Well? Do you want the green one? What do you say, buddy?

Julio (turns to Jenna): Don't go too far, it'll pop. **[IGNORER]**

Jenna: Right on, Julio!

Herman relents and finishes blowing up his green balloon.

Patrice: My balloon is ready. Here's how to tie a knot. Everybody stop for a second and watch me. I'm good at this. **[CONTROLLER]**

Jenna: Wait I'm not...

Patrice: Shhh...watch me! Julio and Herman, are you watching? **[INTERRUPTER]**

Julio: No, I know how to tie a knot.

Patrice finishes her demonstration and ties a knot in the balloon.

Patrice: Ok, whatever, Julio.

Patrice looks over at Herman.

Patrice: Herman, just do it like I did mine; it's easy that way. **[CONTROLLER]**

Herman: Where does my thumb go? This thing...

Jenna: Oh just give it to me. **[INTERRUPTER] [CONTROLLER]**

Jenna reaches across to grab Herman's balloon. Herman resists and the balloon goes flying into the air. Herman at first looks surprise, then he looks mad.

Patrice: Relax, Herman. It's not a big deal; we have more balloons.

Herman sits down in his chair and starts doodling on a piece of paper. [WITHDRAWER]

Julio: Ok, I blew up my balloon, now what?

Patrice: Jenna, can you pass me the flour and water? [IGNORER]

No one replies. [IGNORER]

Patrice: I see. What a sad crew we have here. Ok, I'll get it myself!

Mr. Finkle: Ok, class. Quiet down! It's time to start cleaning up! We'll finish the globes after lunch!

Communication Bloopers and Boosters Reference Guide

Grades 5-6

3.1

COMMUNICATI
ON BLOOPERS

Definitions

Interrupting	Stopping someone in the middle of what they're doing or saying.	When someone is excited about an idea, they might interrupt a group member to share it.
Controlling	Deciding the direction of the group without considering others' perspectives.	A group member may act bossy because they feel confident that they know the best way to accomplish the task.
Ignoring	Failing to recognize other group members' needs or perspectives.	A group member ignores another member's request for help because they are focused on completing the task.
Withdrawing	Removing oneself mentally or physically from the group's task.	A group member stops participating in the task after others ignore their ideas or requests for help.

Examples

COMMUNICATI
ON BOOSTERS

Listening	Listening and responding to group members' ideas and questions.	A group member listens and responds to the groups' ideas because of interest in learning from others.
Facilitating	Providing the group with leadership that takes into consideration other group members' needs and perspectives.	A group member suggests ideas and seek opinions from others to help the group focus on accomplishing the task.
Negotiating	Problem-solving or compromising when there is a conflict or disagreement within the group.	A group member disagrees with another and suggests a compromise so that both are able to follow through on their ideas.
Supporting	Encouraging and supporting group members when they need help or become discouraged.	A group member doesn't understand something being discussed and another member stops the group to provide an explanation before proceeding with the task.

TIME

30 Minutes

MATERIALS

Bell

Communication Booster Cards

The Communicator Script (Student copy)

The Communicator Script (Teacher copy)

Communication Bloopers and Boosters —
Reference Guide (see Activity 3.1)

PREPARATIONS

Photocopy/print the Communication Booster
Cards (one set per group)

Photocopy/print the Communicator Script
(Student copy; one per student)

Photocopy/print the Communicator Script
(Teacher copy)

Review the Communication Bloopers and
Strategies — Reference Guide

GOALS

- ▶ To increase students' awareness of Communication Boosters (effective communication strategies)
- ▶ To provide students with an opportunity to practice identifying Communication Boosters

KEY CONCEPTS

- ▶ Practicing and implementing effective communication strategies can help us have more positive work group experiences
- ▶ It is important to take the time to learn and practice communication skills

SET THE STAGE

5 minutes

Remind students about the Name that Communication Blooper activity:

- ▶ Who can summarize the Name that Communication Blooper activity?

Examples: We watched classmates act out a script and identified the Communication Bloopers; we practiced the four Communication Bloopers: ignoring, interrupting, controlling, and withdrawing.

- ▶ Today's activity is a lot like the Name That Communication Blooper activity, but instead of focusing on Communication Bloopers, we're going to learn effective communication strategies for working in cooperative work groups. We're going to call these strategies Communication Boosters because they boost our ability to work together!

If students participated in the Sanford Harmony Program in previous years, ask them what they remember about Communication Boosters. Let them know they are going to review these ideas and learn a new Communication Booster, Facilitating.

- ▶ As we've discussed, working in groups can be difficult, but Communication Boosters can help us have more positive experiences. Ok [insert class name], let's brainstorm what it means to effectively communicate. I'll write your ideas on the board. Remember, there are no right or wrong answers!

Examples: Listening to and answering group members' questions; praising group members; compromising with group members; offering ideas for how to complete a group task; helping group members when they get stuck.

If students are having difficulty generating ideas, provide them with one or more examples. Record students' responses on the board.

- ▶ Most or nearly all these ideas have something to do with three types of Communication Boosters that we're going to discuss today. These Boosters are: (1) listening, (2) supporting, (3) facilitating, and (4) negotiating.

Write the four Communication Boosters on the board. Provide students with the definitions and examples listed in the Communication Bloopers and Boosters — Reference Guide.

- ▶ Now that we know something about each of these four Communication Boosters, let's work together to determine which Communication Booster best describes each of the ideas you brainstormed. We'll look at the ideas you came up with on the board and see which match up with each Communication Booster.

Ask for students' assistance helping you identify what ideas correspond with each Communication Booster.

FACILITATE THE ACTIVITY

20 minutes

Introduce the activity:

- ▶ We're going to play a game called The Communicator. This game is a lot like Name That Communication Blooper, but the purpose of The Communicator is to provide us with practice identifying Communication Boosters (rather than Communication Bloopers). I'm going to ask six students to volunteer to act out a short play in front of the class.

- ▶ The characters in this play are, once again, Patrice, Julio, Herman, Jenna, and Mr. Finkle, but they've learned a lot about communicating since we last heard from them! They must have been part of the Sanford Harmony Program, too!
- ▶ Remember, we'll first have the actors read the play once through. As they act out the play for the second time, I'm going to sound the bell at various points throughout. The actors will freeze, and then I'll say, "Name That Communication Booster!" Those of you who aren't actors will make up four teams. Each team decides which Communication Booster occurred, and when I give the signal, the Team Captain will hold up the appropriate Communication Booster card. The team or teams who correctly identify the most Communication Boosters wins!
- ▶ Make sure you pay attention because there will be two Communication Boosters at the same time. When that happens, name two Communication Boosters!

Select six volunteers to serve as actors (four students, one teacher, and one narrator). Distribute the script to the actors and assign a role to each student. Instruct the students to silently read over the script and let them know they will act out the script exactly as written. Divide the remaining students into four teams and arrange their chairs so they are near their team members and facing the actors. Instruct the actors to read the script out loud while the groups observe. After the script has been read once, provide each team with a set of Communication Booster cards and have them select a Team Captain. The Team Captain is responsible for holding up the appropriate Communication Booster card.

Provide students with additional instructions:

- ▶ Remember, once I sound the bell and say "Name That Communication Booster!" you should consult with your team members in choosing the correct Communication Booster. Don't yell out the answer or you'll be helping the other teams! Each team will have 20 seconds to decide on an answer; once time is up, I'll ask each Team Captain to hold up the chosen Communication Booster card. Are there any questions?

Instruct the students to begin acting out the script. At each Communication Booster (refer to The Communicator Script – Teacher Copy), sound the bell and say "Name That Communication Booster" or "Name two Communication Boosters"! At the end of the play, instruct actors to return to their seats. Congratulate the winning team!

WRAP IT UP

5 minutes

Discuss the experience with students. Ask:

- ▶ What were some of the differences between this script and the Blooper script we read the other day?
- ▶ Do you think the students were more successful at accomplishing the globe project? How so?
- ▶ How was this script similar or different from your own experience working in groups?
- ▶ Are there particular Communication Boosters difficult to use? You're right; these communication strategies are not easy to use — even for adults!

SUPPORTER



FACILITATOR

NEGOTIATOR

LISTENER

Once upon a time, in a classroom not too far away...

Mr. Finkle: Ok class, settle down... quiet please. All eyes on me. I'll count down 5, 4, 3, 2...Well done Table 4; I can tell you're listening. (*Mr. Finkle's eyes scan the room.*) Very impressive, students!

Mr. Finkle: Ok everybody...it's time for Social Studies. Today we'll work within our small groups on the...Globe project!

Class: Yea!

Supplies are passed out to each group and include flour, newspapers, water, a balloon and a tub. Herman, Julio, Jenna, and Patrice form a cooperative learning group.

Jenna: I'm not sure what to do. I was absent last week when Mr. Finkle went over the instructions. Can you fill me in, Julio?

Julio: Sure. No problem. Ok, first pick out a balloon and put it on the table.

Herman: Does it matter which color?

Julio: No, just pick a color you like.

Herman: Oh...there's no more blue balloons left...only a green one. Blue is my favorite color.

Herman looks at Julio, who happens to have the last blue balloon.

Julio: Blue is my favorite color too. But, I also like orange.

Patrice is holding the only orange balloon. There are red and green balloons still on the table.

Patrice: I have an idea. I'll take a red balloon. Julio can have my orange one, and Herman can have blue. What do you think?

Julio: That works for me.

Herman: Me too!

The students switch balloons and shake hands.

Herman: Ok, so let's move to the next step — we're supposed to blow up our balloons!

The students nod and blow up their balloons. Julio fumbles with his balloon when it comes time to tie it up. He gets visibly frustrated as the other students' balloons are all tied.

Patrice: It's ok, Julio, don't give up. You'll get it.

Julio: This is frustrating me! I've never been good at tying balloons. Anyone have an idea on how to do this?

Herman: I know what you mean — It's hard to get them tied. I can try to help you.

Herman shows Julio how to tie his balloon.

Julio: Thanks Herman! I just couldn't get it around my finger!

Herman: No problem!

Jenna: Ok team, what do you think we should do next?

Patrice: I think we should start ripping the newspapers.

Jenna: Good idea, Patrice! Ripping newspapers will be fun. Let's rip them together!

Julio: Ok, while you're doing that, I'll get the mixture going. Herman, do you want to help?

Herman: Well...I'd rather rip up newspapers.

Patrice: We don't have that many newspapers to rip up.

Jenna: It's ok. I'll finish ripping up this newspaper and I'll give the rest to Herman to rip up. I can then help Julio with the mixture — I like getting my hands dirty, too!

Herman: Thanks, Jenna. You sure you don't mind?

Jenna: Nope, it's cool.

Jenna hands newspapers to Herman, who finishes ripping up the paper. Julio pours water and flour into the tub.

Patrice: Ok, we're finished ripping up the newspapers. How's the mixture coming?

Julio: Good. We're finished mixing. I think the next thing we're supposed to do is put the strips of paper into the mixture.

Herman: Ok, I can help with that.

Patrice: Are you sure, Julio? I thought we were supposed to put the balloons in the mixture.

Julio: I thought Mr. Finkle said we should put the newspaper in there and then put the newspaper on the balloon. I could be wrong, though. Why don't we ask him to be sure?

Patrice: Good idea. I'll go ask him.

Patrice walks away to speak to Mr. Finkle.

Herman: I wonder how long the globe will take to dry. We probably should be able to take them home today or tomorrow.

Jenna: Yeah, probably. That would be cool.

Patrice comes back to the table.

Patrice: Good memory, Julio. He said we should put the strips of paper in the mixture. Let's do it!

Patrice and Herman put the newspaper strips into the mixture.

Herman: Should we take turns getting the paper out of the mixture?

Jenna: Sounds good to me.

Before the group has a chance to get the newspaper onto their globe, Mr. Finkle chimes in...

Mr. Finkle: Ok, class. Quiet down! It's time to start cleaning up! We'll finish those globes after lunch!

Herman, Patrice, Jenna, and Julio clean up their area and line up for lunch.

Once upon a time, in a classroom not too far away...

Mr. Finkle: Ok class, settle down... quiet please. All eyes on me. I'll count down 5, 4, 3, 2...Well done Table 4; I can tell you're listening. (*Mr. Finkle's eyes scan the room.*) Very impressive, students!

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Supplies are passed out to each group and include flour, newspapers, water, a balloon and a tub. Herman, Julio, Jenna, and Patrice form a cooperative learning group.

Jenna: I'm not sure what to do. I was absent last week when Mr. Finkle went over the instructions. Can you fill me in, Julio?

Julio: Sure. No problem. **[LISTENER]** Ok, first pick out a balloon and put it on the table. **[SUPPORTER]**

Herman: Does it matter which color?

Julio: No, just pick a color you like. **[LISTENER]** **[SUPPORTER]**

Herman: Oh...there's no more blue balloons left...only a green one. Blue is my favorite color.

Herman looks at Julio, who happens to have the last blue balloon.

Julio: Blue is my favorite color too. But, I also like orange.

Patrice is holding the only orange balloon. There are red and green balloons still on the table.

Patrice: I have an idea. I'll take a red balloon. Julio can have my orange one, and Herman can have blue. What do you think? **[NEGOTIATOR]**

Julio: That works for me.

Herman: Me too!

The students switch balloons and shake hands.

Herman: Ok, so let's move to the next step — we're supposed to blow up our balloons!

The students nod and blow up their balloons. Julio fumbles with his balloon when it comes time to tie it up. He gets visibly frustrated as the other students' balloons are all tied.

Patrice: It's ok, Julio, don't give up. You'll get it. **[SUPPORTER]**

Julio: This is frustrating me! I've never been good at tying balloons. Anyone have an idea on how to do this?

Herman: I know what you mean — It's hard to get them tied. **[LISTENER]** I can try to help you. **[SUPPORTER]**

Herman shows Julio how to tie his balloon.

Julio: Thanks Herman! I just couldn't get it around my finger!

Herman: No problem!

Jenna: Ok team, what do you think we should do next? **[FACILITATOR]**

Patrice: I think we should start ripping the newspapers. **[LISTENER] [FACILITATOR]**

Jenna: Good idea, Patrice! Ripping newspapers will be fun. **[LISTENER]** Let's rip them together! **[FACILITATOR]**

Julio: Ok, while you're doing that, I'll get the mixture going. Herman, do you want to help? **[FACILITATOR]**

Herman: Well...I'd rather rip up newspapers.

Patrice: We don't have that many newspapers to rip up.

Jenna: It's ok. I'll finish ripping up this newspaper and I'll give the rest to Herman to rip up. I can then help Julio with the mixture — I like getting my hands dirty, too! **[NEGOTIATOR]**

Herman: Thanks, Jenna. You sure you don't mind?

Jenna: Nope, it's cool.

Jenna hands newspapers to Herman, who finishes ripping up the paper. Julio pours water and flour into the tub.

Patrice: Ok, we're finished ripping up the newspapers. How's the mixture coming? **[FACILITATOR]**

Julio: Good. We're finished mixing. **[LISTENER]** I think the next thing we're supposed to do is put the strips of paper in the mixture. **[FACILITATOR]**

Herman: Ok, I can help with that. **[LISTENER]**

Patrice: Are you sure, Julio? I thought we were supposed to put the balloons in the mixture.

Julio: I thought Mr. Finkle said we should put the newspaper in there and then put the newspaper on the balloon. I could be wrong, though. Why don't we ask him to be sure? **[NEGOTIATOR]**

Patrice: Good idea. I'll go ask him. **[LISTENER]**

Patrice walks away to speak to Mr. Finkle.

Herman: I wonder how long the globe will take to dry. We probably should be able to take them home today or tomorrow.

Jenna: Yeah, probably. That would be cool. **[LISTENER]**

Patrice comes back to the table.

The Communicator Script

Teacher Copy

3.2

Grades 5-6

Patrice: Good memory, Julio. He said we should put the strips of paper in the mixture. Let's do it! **[FACILITATOR]**

Patrice and Herman put the newspaper strips into the mixture.

Herman: Should we take turns getting the paper out of the mixture? **[FACILITATOR]**

Jenna: Sounds good to me. **[LISTENER]**

Before the group has a chance to get the newspaper onto their globe, Mr. Finkle chimes in...

Mr. Finkle: Ok, class. Quiet down! It's time to start cleaning up! We'll finish those globes after lunch!

Herman, Patrice, Jenna, and Julio clean up their area and line up for lunch.

TIME

Homework Prep – 5 minutes

30 Minutes

MATERIALS

Communication in the Media Worksheet

PREPARATIONS

Photocopy/print Communication in the Media Worksheet (one per student)

GOALS

- ▶ To provide students with additional practice identifying Communication Bloopers and Communication Boosters
- ▶ To expose students to examples of Communication Bloopers and Boosters in the media
- ▶ To increase students' awareness of the positive and negative thoughts, feelings, and behaviors associated with Communication Bloopers versus Communication Boosters

KEY CONCEPTS

- ▶ Everyone uses Communication Bloopers and Boosters
- ▶ It is important to recognize when others bloop or boost in our environment
- ▶ Communication Bloopers and Boosters influence how we think, feel, and behave

HOMEWORK PREP

5 minutes

A week before you conduct Activity 3, assign students the task of watching age-appropriate television shows and identifying Communication Bloopers and Boosters. Hand out the Communication in the Media Worksheet and write at least four popular television shows on the chalkboard. Students should have their Communication in the Media Worksheet with them when watching the shows and record any Bloopers and/or Boosters they observe.

- ▶ To help us prepare for an activity that will take place next week, you'll need to complete a homework assignment. You will have a week to complete this assignment. Watch at least one television show that you're allowed to view, and complete the Communication in the Media Worksheet. This worksheet requires you to identify examples of Communication Bloopers as well as Communication Boosters. If you, for example, observe a Blooper, first identify the kind of Blooper it is and describe it. Second, determine how the character who was blooped behaved in response to being blooped. Third, guess what the character thought and felt based on his/her behavior. I have listed a few shows on the board that are good examples of Communication Bloopers and Boosters. If you're not allowed to watch them, choose another show. Make sure you get it approved by your parents.

SET THE STAGE

5 minutes

Ask students to recall what they've learned thus far in the Communication Unit:

- ▶ So far, we've discussed and learned how to identify four Communication Bloopers and four Communication Boosters. Which Bloopers and Boosters have we talked about?

Examples: Interrupting; controlling; withdrawing; ignoring; supporting; facilitating; listening; negotiating.

Record the responses on the board.

If students participated in the Sanford Harmony Program previously, ask them what they remember about recognizing Communication Bloopers and Boosters. Let them know that they will be participating in an activity to identify Communication Bloopers and Boosters and understand how they influence peoples' thoughts, feelings, and behaviors.

Explain the purpose of the Communication in the Media activity:

- ▶ One purpose of today's activity is to help us recognize that Communication Bloopers and Boosters aren't just in our classroom; they're everywhere, including television! Another purpose of this activity is to help us understand how Communication Bloopers and Boosters influence peoples' thoughts, feelings, and behaviors.

FACILITATE THE ACTIVITY

10 minutes

Introduce the Communication in the Media activity:

- ▶ For today’s activity, you will be assigned to groups. As a group, you’ll discuss the show(s) you watched and the responses you wrote on your Communication in the Media worksheet. Take a few minutes to review your worksheets as a group, and we’ll discuss some of your responses as a class.

Circulate the room and provide assistance as necessary.

WRAP IT UP

15 minutes

Discuss the experience with students. Ask:

- ▶ Raise your hand if you and your group members identified any of the same Communication Bloopers. What are some examples of the Bloopers you observed?
- ▶ Raise your hand if you and your group members identified any of the same Communication Boosters. Describe some Boosters you observed.
- ▶ What are some examples of thoughts, feelings, and behaviors that resulted from Communication Bloopers?
- ▶ What are some examples of thoughts, feelings, and behaviors that resulted from Communication Boosters?
- ▶ Of the Bloopers or Boosters you observed on television, do any also occur in this classroom?

- ▶ How do Bloopers prevent groups from reaching their goals? How do Boosters help groups reach their goals?
- ▶ Now that we discussed how Bloopers and Boosters influence peoples’ thoughts, feelings, and behaviors, do you think we might be able to bloop less and boost more when we are interacting with each other while working in groups?

EVERYDAY MOMENTS

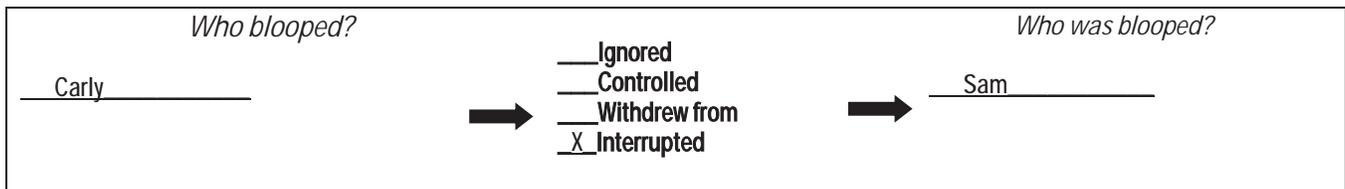
- ▶ Help students recognize how their Communication Bloopers and Boosters affect the thoughts, feelings, and behaviors of others (e.g. “It made Ray feel good when you took the time to listen and respond to his story;” “Marjorie, what were you feeling and thinking when Jonathan interrupted your story?”).
- ▶ Continue to have students identify and record the Communication Bloopers and Boosters they observe. Schedule a weekly Communication Blooper and Booster Time for students to share their observations (e.g., during Meet Up).

NOTES

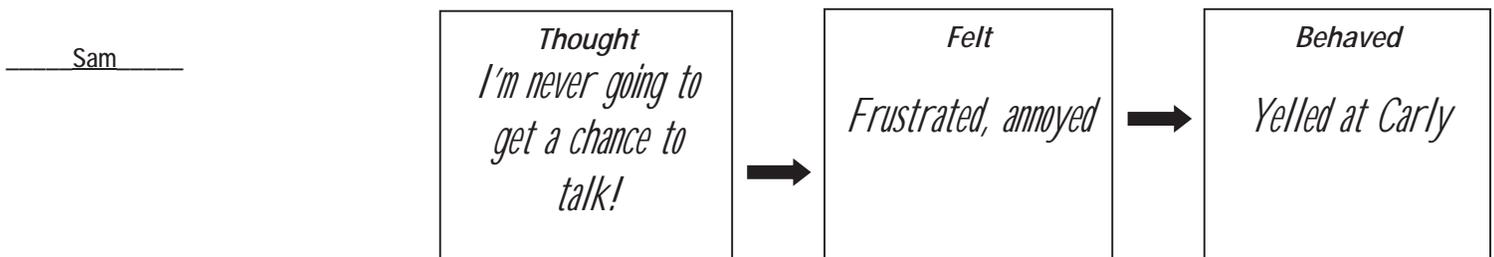
INSTRUCTIONS: (1) Select a television show, (2) Observe and record examples of at least two Communication Bloopers and two Communication Boosters, (3) Describe how the Bloopers and Boosters influenced another character's behavior, and (4) Based on the character's behavior, speculate what the character thought and felt.

EXAMPLE:

Television Show: iCarly



Describe the blooper: Sam was excited to be invited to a party, but as he started to tell Carly about it, she interrupted and complained that she hadn't studied for her math test.



Television Show: _____

COMMUNICATION BLOOPER

<i>Who blooped?</i> _____	➔	___ Ignored ___ Controlled ___ Withdrew from ___ Interrupted	➔	<i>Who was blooped?</i> _____
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Describe the blooper: _____



COMMUNICATION BLOOPER

<i>Who blooped?</i> _____	➔	___ Ignored ___ Controlled ___ Withdrew from ___ Interrupted	➔	<i>Who was blooped?</i> _____
------------------------------	---	---	---	----------------------------------

Describe the blooper: _____



COMMUNICATION BOOSTER

<i>Who communicated effectively?</i> _____	→	<input type="checkbox"/> Supported <input type="checkbox"/> Facilitated <input type="checkbox"/> Negotiated <input type="checkbox"/> Listened	→	<i>To Whom?</i> _____
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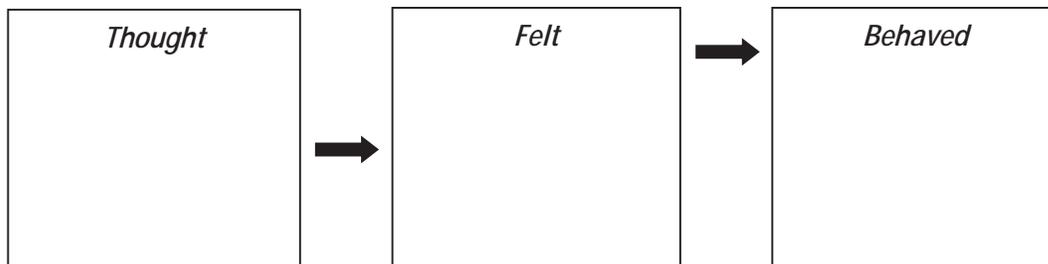
Describe the booster: _____



COMMUNICATION BOOSTER

<i>Who communicated effectively?</i> _____	→	<input type="checkbox"/> Supported <input type="checkbox"/> Facilitated <input type="checkbox"/> Negotiated <input type="checkbox"/> Listened	→	<i>To Whom?</i> _____
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Describe the booster: _____



TIME

45 minutes

MATERIALS

Collaboration in Action Record Sheet

Collaboration in Action Blooper and Booster Tickets

8 ½" x 11" paper (one piece for each team)

Rulers (one ruler for each team)

Scissors (one pair for each team)

Scotch Tape (one roll for each team)

PREPARATIONS

Photocopy/print the Collaboration in Action Record Sheet (one per group)

Prepare the Collaboration in Action Blooper and Booster Tickets (one set per group)

Gather the Paper Tower Supplies (paper, rulers, scissors, and tape)

GOALS

- ▶ To reinforce the concepts taught in the Communication Unit
- ▶ To provide students with the opportunity to practice avoiding Communication Bloopers
- ▶ To provide students with the opportunity to practice using Communication Boosters

KEY CONCEPTS

- ▶ Avoiding Communication Bloopers and using Communication Boosters can be difficult
- ▶ It is important to practice avoiding Communication Bloopers and using Communication Boosters

SET THE STAGE

10 minutes

Remind students about participating in the previous Communication Activities.

- ▶ Who remembers some of the activities that we have been participating in as part of the Communication Unit?

Examples: We named the four Communication Bloopers when the script was acted out in front of the class; we read the Blooper script in our groups and discussed how it felt when we and others bloomed; we learned the four Communication Boosters; we discussed why it's easier to work with others when we use Communication Boosters.

- ▶ We've been learning how to communicate in groups. First, we identified three Communication Bloopers. Who can tell me the names of the four Bloopers?

Examples: Interrupting, Ignoring, Controlling, and Withdrawing.

- ▶ Great! Now, who remembers the four Communication Boosters?

Examples: Listening, Facilitating, Negotiating, and Supporting.

Introduce the Collaboration in Action (CIA) activity.

- ▶ We've been learning a lot in the past few weeks about communicating. As discussed last time, communicating in groups is very difficult, even for adults! It takes a lot of practice. We're going to play a game and practice using the four Communication Boosters. That's not all...We're also going to practice staying away from those pesky Communication Bloopers! It may be difficult in the beginning, but, as we practice, we'll keep getting better at it!

If students participated in the Sanford Harmony Program previously, ask if they remember playing the CIA game in which, as a team, they decided on five things they need to survive on a deserted island. Let them know they will be playing a similar game today but with a different team and a different task.

FACILITATE THE ACTIVITY

30 minutes

Provide students with instructions on how to play the CIA Game.

- ▶ I'm going to place you into teams. The goal is to build the tallest possible tower using only one piece of paper. You'll have scissors to cut the paper and tape that can be used to fasten the pieces of paper together. The tape may not be used to provide extra height. Your tower must stand by itself for at least 5 seconds. You cannot tape your tower to the table — it must stand by itself. Each team will be given two chances to show that their tower can stand for at least 5 seconds. The team whose tower can stand for 5 seconds and is the tallest will receive 10 points. The team with the second tallest tower and stands for at least 5 seconds will get 6 points, and the team with the third tallest tower and stands for at least 5 seconds will get 2 points.
- ▶ Four people on your team will work on the tower, and two people will be assigned the important role of Communication Observers. One observer is responsible for noticing the Communication Bloopers and the other observer for noticing the Communication Boosters. The Blooper Observers will have tickets in their hands, and when they notice someone on the team blooming, they'll put down that Blooper ticket on the table.

- ▶ The Booster Observers will also have tickets in their hands and when they notice someone using a Communication Booster, they will put down that Booster ticket on the table.
- ▶ It's important to pay close attention to your team while building the tower, because at the end of the game, each team member will be asked to name at least one example of a Blooper or Booster they heard while the team worked to build the tower. Each team will get 1 extra point for each Booster ticket and deducted 1 point for each Blooper ticket. You can earn up to 10 points for your tower and 1 point for each Booster ticket received. Be careful of those Bloopers because 1 point is deducted for each! Does anyone have any questions?

Place students in diverse groups of approximately six students. Assign four as team members and two as observers (one Blooper Observer and one Booster Observer). Place observers on opposite sides of the table. If there are extra students available, assign extra observers to teams. Provide each team with the following supplies: one piece of paper, one pair of scissors, one roll of tape, a ruler, and a Collaboration in Action Record Sheet. Provide each observer with their corresponding tickets. Have observers stand in a place that does not interfere with the team's work but allows them to place tickets in a convenient spot on the table where the team can observe their progress. Remind students that at the end of the activity, all team members will be asked to recall one example of a Blooper or Booster that they heard during the activity.

Provide students with additional instructions:

- ▶ When I say *go*, your team can begin planning your strategy for your tower. You'll have 5 minutes to plan your strategy.
- ▶ When the 5 minutes are up, you can begin building your towers. You cannot begin until the 5 minutes have passed. You'll have 10 minutes to build your towers, and I will provide 5- and 1-minute warnings. Observers, your job is tough! It's not easy identifying Bloopers and Boosters; just do the best you can and try to stay focused on what's happening with the team. At the end of the game, we can discuss any questions you have regarding the Bloopers and Boosters. Does anyone have any questions? Ok, Go!

Walk around the room and provide assistance as necessary. It is to make note of some Bloopers and Boosters you hear while circulating. When 5 minutes is up, let teams know that they can begin building their tower. Give teams 10 minutes to work on their tower. Provide them with a 5- and 1-minute warning. When time is up, instruct teams to count the number of Booster and Blooper tickets they received and fill out the Collaboration in Action Record Sheet. Afterward, have them take turns displaying their tower, measuring and reporting the height, and demonstrating that their tower can stand for at least 5 seconds. Award Activity points to the three teams with the highest towers that stood for at least 5 seconds. Ask teams to add any Activity points to the record sheet, and congratulate the winning team!

Allow teams and observers to spend 5 minutes discussing their experience with one another.

- ▶ Now that we're finished playing the game, spend a few minutes discussing the experience with your team. Discuss any Communication Boosters that worked well and identify Boosters that could improve the next time you work together in groups. Observers, participate in this discussion by providing the team with feedback.

Instructions:

1. Record the names of the Team Members and the Observers
2. Record the Cooperative Learning Activity (e.g., Creating Sentences)
3. Count up the number of Booster Tickets that your team received
4. Count up the number of Blooper Tickets that your team received
5. **Subtract** the total number of Blooper Tickets from the total number of Booster Tickets
6. **Add** your team's total Activity points to your Total Ticket Score

Team Members: _____

Observers: _____

Cooperative Learning Activity: _____

Listening		Supporting		Negotiating		Booster Points
	+		+		=	

Interrupting		Ignoring		Withdrawing		Blooper Points
	+		+		=	

	-	
TOTAL TICKET SCORE:	=	

+	
Activity Points	

GRAND TOTAL:	
---------------------	--

✗ INTERRUPTING ✗	✗ INTERRUPTING ✗	✗ INTERRUPTING ✗
✗ INTERRUPTING ✗	✗ INTERRUPTING ✗	✗ INTERRUPTING ✗
✗ INTERRUPTING ✗	✗ INTERRUPTING ✗	✗ INTERRUPTING ✗
✗ INTERRUPTING ✗	✗ INTERRUPTING ✗	✗ INTERRUPTING ✗
✗ INTERRUPTING ✗	✗ INTERRUPTING ✗	✗ INTERRUPTING ✗
✗ INTERRUPTING ✗	✗ INTERRUPTING ✗	✗ INTERRUPTING ✗



✗ IGNORING ✗	✗ IGNORING ✗	✗ IGNORING ✗
✗ IGNORING ✗	✗ IGNORING ✗	✗ IGNORING ✗
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✕ WITHDRAWING ✕	✕ WITHDRAWING ✕	✕ WITHDRAWING ✕
✕ WITHDRAWING ✕	✕ WITHDRAWING ✕	✕ WITHDRAWING ✕
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✕ CONTROLLING ✕	✕ CONTROLLING ✕	✕ CONTROLLING ✕
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✕ CONTROLLING ✕	✕ CONTROLLING ✕	✕ CONTROLLING ✕

✓ NEGOTIATING ✓ ✓ LISTENING ✓	✓ NEGOTIATING ✓ ✓ LISTENING ✓	✓ NEGOTIATING ✓ ✓ LISTENING ✓
✓ NEGOTIATING ✓ ✓ LISTENING ✓	✓ NEGOTIATING ✓ ✓ LISTENING ✓	✓ NEGOTIATING ✓ ✓ LISTENING ✓
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Problem Solving



CONTENTS

This Unit contains all resources needed for teaching *Grades 5–6*, Unit 4: Problem-Solving. Resources include: Activities, Games, and Supplemental Materials.

Unit 4: Problem-Solving is composed of four activities:

Activity 4.1

The Animals of Conflict – Students identify common conflicts that occur at school and discuss different approaches to resolving these conflicts.

Activity 4.2

Name That Conflict Style – Students recognize their own conflict style and practice identifying the consequences associated with each style.

Activity 4.3

Step It Up – Students learn a step-by-step approach to effectively resolve conflicts with others.

Activity 4.4

Practice Makes Perfect – Students practice resolving conflict with the Step It Up approach by creating scripts that contain conflict scenarios and resolutions.

ACTIVITY SNAPSHOTS

Activity 4.1

The Animals of Conflict – Students identify common conflicts that occur at school and discuss different approaches to resolving these conflicts.

Activity 4.2

Name That Conflict Style – Students recognize their own conflict style and practice identifying the consequences associated with each style.

Activity 4.3

Step It Up – Students learn a step-by-step approach to effectively resolve conflicts with others.

Activity 4.4

Practice Makes Perfect – Students practice resolving conflict with the Step It Up approach by creating scripts that contain conflict scenarios and resolutions.

DESCRIPTION

The Problem-Solving Unit helps students identify constructive ways to resolve conflict. Students identify conflict styles and learn the benefits and costs associated with each style. This unit also provides a step-by-step approach for students to use to successfully resolve interpersonal conflicts with others.

RESEARCH CONNECTIONS

Conflict is a necessary part of life. It occurs in the classroom, on the playground, at home, and in the neighborhood. Unfortunately, children are often ill-prepared to manage the conflicts they face in these settings. When this occurs, interpersonal relationships and academic progress suffer. Teachers spend a lot of instructional time managing nonacademic issues due to a student's inability to resolve conflicts effectively. Moreover, conflict has the potential to interfere with the development of positive peer relationships, and this may be especially true when students are from diverse backgrounds. Even more concerning is that ineffective conflict resolution skills have the potential to lead to juvenile delinquency and violent behaviors. Teaching students effective problem-solving strategies allows them to be successful when interacting with peers during academic and leisure time.

When initially learning how to resolve conflict, it is helpful to break down Home-School strategy into steps so that each step can be practiced and mastered. First, it is important for students to think and cool off before attempting to resolve a conflict or problem. This helps students ensure they are calm and able to listen and hear one another when working together to solve a problem. Once students are calm, they are ready to talk and listen. It is important that each person in the conflict communicate their perspective and goals. Taking turns listening helps students consider the situation from the other person's perspective. When students are finished hearing one another's perspectives, they are ready to work together to evaluate possible solutions and consequences. It's important for students to deliberately consider the consequences of each solution before deciding a course of action; this prevents students from impulsively jumping to the first solution that comes to mind. Finally, the students should work together to pick a solution, try it out, and evaluate whether they were successful at resolving the problem.

TIME

40 Minutes

MATERIALS

Unit 4 Home–School Connection Letter

Teacher Reference Guide

Animals of Conflict Worksheet

PREPARATIONS

Photocopy/print and send home the Unit 4 Home–School Connection Letter (one per student)

Review Teacher Reference Guide

Photocopy/print the Animals of Conflict Worksheet (one copy for each buddy pair)

GOALS

- ▶ To increase students' understanding of conflict
- ▶ To introduce students to various conflict resolution styles

KEY CONCEPTS

- ▶ Conflict is a necessary part of life
- ▶ Conflict can lead to positive outcomes
- ▶ There are different approaches to resolving conflict
- ▶ Using an assertive approach to resolving conflict helps us build more positive relationships and allows us to reach solutions that benefit ourselves and others

SET THE STAGE

10 minutes

Remind students of their experiences engaging in the Communication Unit:

- ▶ As part of the Sanford Program, we have been participating in activities that help us create a positive classroom community. For example, for the past few weeks we've been working on using effective communication strategies. What are some of the things that we have done so far to become better communicators?

Examples: We learned and practiced Communication Bloopers and Boosters; we observed others communicate in the environment; we played the Collaboration in Action game and practiced using Communication Boosters in groups.

Introduce the activities in the Problem-Solving Unit:

- ▶ Another step in creating a positive classroom community and becoming better communicators is to understand how to resolve conflict with one another. In this unit, we learn about conflict and the strategies used to resolve conflict.
- ▶ Let's think about the conflict that happens in our lives. What are some examples?

Write down students' responses on the board.

Examples: Arguing with a sibling over sharing clothes or space at home; not wanting a friend to borrow an item; getting upset if someone talks behind my back; disagreeing about where the ball landed when playing Four Square; arguing with parents because they won't let me sleep over my friend's house; fighting with someone at school because they have been bullying my best friend; disagreeing over who was first in the lunch line; a friend feeling sad because he/she wasn't invited to sit with friends at lunch.

- ▶ As you see, conflict is a big part of our lives! In fact, there is probably at least one conflict in this classroom every day. That's okay because conflict is a necessary part of life — it can even be positive! What are some of the positive outcomes that can come from conflict?

Examples: Conflicts helps us realize that something needs to change or that someone isn't happy with a particular situation; it can bring people closer together resolved; it gives people the opportunity to share their feelings with one another.

- ▶ Conflict has many benefits; we just need to learn how to resolve them effectively!
- ▶ Let's start by thinking of the different ways in which people respond to conflict. We listed on the board examples of different types of conflict that happen in our lives. Which conflict should we choose to talk about?

After students select one conflict, draw three columns on the white board. These represent passive, assertive, and aggressive problem-solving styles.

- ▶ There are many different ways to behave during this conflict. Let's think how someone resolves it.

If students participated in the Sanford Harmony Program previously, ask them what they remember about the three different approaches to resolving conflict (i.e., turtle, owl, and shark). Let them know that they will continue to learn about and review these different approaches during this activity.

Invite students to share their problem-solving responses. Record their responses in the appropriate columns on the board (see Teacher Reference Guide for descriptions of the three approaches to problem-solving). If students do not provide any, prompt them to think about responses that fit with the approach. When the students are finished sharing, introduce the three problem-solving approaches.

- ▶ What do you notice about the responses on the board? They represent different ways in which people handle conflict! What do you notice about the responses in the left column (the passive column)?

Examples: The person isn't expressing their feelings; they're allowing others to take advantage of them; they seem uncomfortable handling conflict.

- ▶ This is a very passive approach to resolving conflict. A person who uses this approach is a Conflict Avoider. If we think of animals to describe these different approaches, this is a turtle because the person is hiding from the conflict — retreating inside their shell!
- ▶ What do you notice about the responses in the middle column (assertive approach)?

Examples: The person is trying to compromise; the person is showing respect for the other person; they're expressing their feelings and ideas; they're trying to come up with a solution.

- ▶ This is an assertive approach to resolving conflict because the person is expressing their feelings directly and respectfully and trying to think of solutions to the problem. People who use this approach are Solution Finders! An owl is a good animal to represent this type of approach!

- ▶ What do you notice about the responses in the last column (aggressive approach)?

Examples: The person is trying to control the situation; they're being aggressive; they're saying hurtful things; they're blaming the other person.

- ▶ This is an aggressive approach to resolving conflict because the person is hostile and attacking the other person either verbally or physically. People who use this approach are Conflict Controllers! A shark is a good animal to represent this type of approach!
- ▶ We identified three different approaches to resolving conflict. We're going to think more about what these different approaches look like in action.

FACILITATE THE ACTIVITY

25 minutes

Place each student with a partner (e.g., buddy pairs) and distribute one Animals of Conflict Worksheet to each pair. Assign each a specific animal or allow them to choose the animal they want to illustrate.

Read (or ask a student to read) the conflict scenario on the worksheet and provide the students with instructions.

- ▶ Think about which animal of conflict you're using to describe Sarah's approach to resolving conflict. If Sarah used that approach, how would she respond to Bob? Work with your buddy and write the conversation you think Sarah and Bob would have.

Dear Parent/Guardian(s):

Conflict is a necessary part of life. It occurs in the classroom, on the playground, at home, and in the neighborhood. Unfortunately, children are often ill-prepared to manage the conflicts they face in these settings. When this occurs, interpersonal relationships and academic progress suffer. The Problem-Solving Unit in the Sanford Harmony Program provides students with the knowledge and tools to resolve conflict successfully. Students will learn three different approaches typically used to resolve conflicts. The three problem-solving approaches are: Conflict Avoider (like a turtle), Conflict Controller (like a shark), and Solution Finder (like an owl). Once students become familiar with these three approaches, they will learn and practice a formulated approach to effectively resolve conflict with others. This approach, called *Step It Up*, involves the following four steps:

- Stop, think, and cool off
- Talk it out
- Evaluate possible solutions and consequences
- Pick a realistic solution and try it out

t

An essential component of the Sanford Harmony Program is the dialogue between you and your child about the various activities and objectives covered in each unit. By extending the conversation out of the classroom and into your home, students will be encouraged to readily apply the skills that will promote positive interpersonal relationships in real life situations. I encourage you to consider the Home-School Connection Tips below and to follow-up with your child regarding the various topics covered in the Problem-Solving unit.

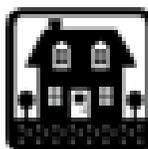
HOME–SCHOOL CONNECTION TIPS

When watching TV or movies with your child, discuss the different conflict strategies that are illustrated. Did the characters use a turtle, shark, or owl approach? Was their approach successful?

1. Discuss the approach that different family members have used to resolve conflict and the costs and benefits of each approach.
2. When problems or conflicts occur at home, help your child practice using the Step It Up approach. Use the worksheet attached to this letter to assist you with following the steps.
3. Hang the Step It Up Poster (see attached) somewhere in your house (e.g., on the refrigerator) to remind your child and other family members to *Step It Up*.
4. Prompt your child to teach other family members and friends how to *Step It Up*!

Thank you for your continued support of the Sanford Harmony Program! Please contact me if you have any questions about the program or concepts that we are learning about in school.

Sincerely,



“How would a/an _____ resolve conflict?”

Turtle



The Conflict Avoider

Owl



The Solution Finder

Shark



The Conflict Controller

Turtles...

- ▶ *Hide from conflict*
 - ▶ *Are slow to respond to conflict*
 - ▶ *Avoid conflict and/or people involved in the conflict*
 - ▶ *Are afraid to share their feelings or to disagree with others*
 - ▶ *Don't speak up because they don't want to cause problems*
 - ▶ *Avoid people or situations that make them feel uncomfortable*
-

Owls...

- ▶ *Try to think of many ways to solve problems*
 - ▶ *Are thoughtful*
 - ▶ *Try to come up with solutions that work for everyone*
 - ▶ *Negotiate*
 - ▶ *Suggest compromises*
 - ▶ *Take into account other's perspectives and feelings*
-

Sharks...

- ▶ *Are forceful*
 - ▶ *Take control of the situation and conflict*
 - ▶ *Want to win at any and all costs*
 - ▶ *Try to intimidate others*
 - ▶ *Are scary*
 - ▶ *Use physical force to get their way or to win*
-

Circle your animal:

Turtle



The Conflict Avoider

Owl



The Solution Finder

Shark



The Conflict Controller

Conflict Scenario: Sarah and Bob are best friends, and they usually eat lunch together at school each day. One day on the way to lunch, Bob tells Sarah he isn't going to eat lunch with her because he is sitting with some of his new friends. When Sarah asks if she can join them, he replies that he's going to be sitting with only boys and they may not want her there. Sarah doesn't think it makes sense that she can't sit at the table just because she's a girl, and she's angry at Bob for excluding her. Bob doesn't seem to notice that Sarah is upset. When they reach the lunch room, he says, "See ya later," and sits down at the lunch table with his new friends. After school, Bob approaches Sarah to walk home with her.

How does Sarah respond?

.....

Bob: Hey Sarah! How's it going?

Sarah:

Bob:

Sarah:

Bob:

Sarah:

TIME

45 Minutes

MATERIALS

What's My Conflict Style? Questionnaire

Name That Conflict Style Game

Conflict Style Cards

Name That Conflict Style Reference Guide

PREPARATIONS

Photocopy/print the What's My Conflict Style? Questionnaire (one per student)

Prepare the Name That Conflict Style Game (one set per class)

Prepare the Conflict Style Cards one set per group)

GOALS

- ▶ To increase students' understanding of various conflict resolution styles
- ▶ To promote an awareness of one's own and others' conflict resolution styles

KEY CONCEPTS

- ▶ It is important to practice approaches for resolving conflict
- ▶ People use different strategies to resolve conflict
- ▶ It is important to recognize the strategy we use most often
- ▶ Conflict resolution goals are typically best achieved when you use assertive styles to resolve conflict (i.e., Solution Finder)

SET THE STAGE

5 minutes

Remind students of their experiences completing the Watch and Learn activity.

- ▶ The last Sanford activity focused on conflict and resolution. Who remembers what we discussed? What did you learn about conflict and how to resolve it?

Examples: We discussed the Owl, Shark, and Turtle in terms of resolving conflict; we learned we can problem-solve conflict, avoid conflict, or control the outcome of a conflict.

- ▶ Today we learn more about how to handle conflict. Why is it important to understand how we and others handle conflict?

Examples: Conflict happens every day; we can be aware of what we do when faced with conflict and learn to handle it better in the future; it's good to know how others handle conflict so that we can put ourselves in their shoes during conflict; we have better relationships with people.

- ▶ Who can tell me the different styles of resolving conflict we talked about last week?
- ▶ One style is the Conflict Avoider, or Turtle. What are examples of this type of conflict resolution?

Examples: Walk away during a conflict; change the subject; avoid bringing up topics; ignore the conflict.

- ▶ Another style is the Solution Finder, or Owl. Can you provide examples of this type of conflict resolution?

Examples: Talk with the other person about the disagreement; state feelings; listen; ask questions; work toward a mutually satisfying solution; offer many different solutions.

- ▶ The last style is the Conflict Controller, or Shark. What are examples of this type of conflict resolution?

Examples: Try to "win" the conflict at any cost; be physical (hit, push, etc.); yell; criticize; interrupt; threaten the other person; refuse to give in to the other person; insist that their position is the correct one.

- ▶ Now that we know the different types of conflict resolution strategies, we'll practice recognizing these strategies in ourselves and others!

FACILITATE THE ACTIVITY

35 minutes

- ▶ The purpose of today's activity is to take a closer look at how you respond to conflict. The activities are meant to help you become more aware of your and others' responses to conflict and not judge anyone's responses. Most people use different strategies to resolve conflict. As we discussed last week, our strategy depends on the situation. It's important to recognize which we use most often so we can recognize when we use a strategy that doesn't work.

Pass out the What's My Conflict Style? Questionnaire. Review the worksheet directions with students and instruct them to work independently. Circulate the classroom and provide assistance as necessary.

Once everyone finishes with the questionnaire, tell the students that column I represents Conflict Avoider (Turtle), column II represents Solution Finder (Owl), and column III represents Conflict Controller (Shark). Have them circle the conflict animal that represents their highest score, and invite them to share the results of their quiz.

- ▶ How did you feel about the results of the questionnaire? Was it surprising? Were you able to predict which conflict animal you were going to be?
- ▶ Do you feel your conflict strategy works well in most situations?
- ▶ Do you think it's important to learn how to use one of the other strategies more often?

Introduce the Name That Conflict Style Game.

- ▶ Now that you've learned how you usually deal with conflict, we're going to play a game to see how well we can recognize the different conflict resolution strategies.

Place students in groups of four to five and instruct them how to play the game (refer to the Name That Conflict Style Instruction Card). Pass out one set of Conflict Style Cards to each group.

When the game is over, congratulate the winning team and discuss the experience. Questions to ask:

- ▶ What did you think of the game?
- ▶ Were certain strategies more difficult to act out than others? What does this tell us about real life conflict?
- ▶ Why do you think certain teams were able to get more points than others?

WRAP IT UP

5 minutes

Prompt students to think about what they learned in the Name That Conflict Style activity. Questions to ask:

- ▶ What did we learn about conflict today?
- ▶ Which conflict style do you think is the most difficult to use? Why?
- ▶ Sometimes it's easier to walk away or yell at someone when there's a conflict, but we learned that these approaches often make us feel bad and they usually don't help us reach our goals. That's why next week we're going to learn tips that will help us become Solution Finders!

EVERYDAY MOMENTS

- ▶ When conflicts arise in the classroom, prompt students to reflect on their goals, brainstorm different solutions and their associated approaches (i.e., Conflict Controller), and consider which solution is most likely to achieve their goal.

NOTES

INSTRUCTIONS: We respond to conflict in many different ways.

1) Make a prediction by circling the animal you think best fits your conflict style. Are you an owl, a shark, or a turtle?



2) Read the statements below and think about how you respond to conflict with a friend. If a statement describes a response you *usually* make, circle 3. If it is a response you *sometimes* make, circle 2. If you *rarely or never* make that response, circle 1. There are no 'right' or 'wrong' answers; just your own ideas.

	Rarely or Never	Sometimes	Usually
1. I avoid bringing up topics my friend and I argue about.	1	2	3
2. I argue with my friend without giving up my position.	1	2	3
3. I keep quiet about my views to avoid disagreements.	1	2	3
4. I suggest we work together to create solutions to disagreements.	1	2	3
5. I raise my voice when trying to get my friend to accept my position.	1	2	3
6. I offer many different solutions to disagreements.	1	2	3
7. I insist my position be accepted during a conflict.	1	2	3
8. I hold back rather than argue.	1	2	3
9. I calmly discuss differences when I disagree.	1	2	3
10. I refuse to give in when my friend disagrees with me.	1	2	3
11. I keep my feelings to myself when I disagree.	1	2	3
12. I talk openly about our disagreements.	1	2	3
13. I keep arguing until I get my way when my friend and I disagree.	1	2	3
14. I listen to my friend's point of view when we disagree.	1	2	3
15. I avoid my friend when we disagree.	1	2	3

3) Write the number of your answer to the questions below and add the numbers in each column. Each column reflects a particular approach toward conflict. In which column did you score the highest?

	I	II	III
1	_____	4 _____	2 _____
3	_____	6 _____	5 _____
8	_____	9 _____	7 _____
11	_____	12 _____	10 _____
15	_____	14 _____	13 _____
Totals	_____	_____	_____

How to Print Game Cards

For best results, use the following settings when printing:

- Choose *Landscape*
- Print on *both sides*
- Flip on *short edge*
- Scaling: *Actual size*

Cut along the dotted lines that appear on one side of each page.

Name That Conflict Style Game

Instructions

- Create teams of approximately six to seven players.
 - Ask each team to create a name and write it on the board.
 - Keep score by tallying points under each team's name.
 - Teams take turns according to team name alphabetical order.
 - When it is their turn, teams select one player to pick a Name That Conflict Card and read the conflict scenario out loud.
 - The teacher asks the class to agree on the character's goal in the situation. For example, if Tim's neighbor is playing her music too loud, his goal is to get her to lower her music.
- (See reverse)

Name That
Conflict Style

Name That
Conflict Style

Name That
Conflict Style

Name That
Conflict Style

- Once the class agrees on the goal, the player silently reads the character's conflict strategy and acts out a response that depicts the strategy. For example, if Tim is a Conflict Avoider he may simply say "You have good taste in music" when he sees his neighbor.
- The player's goal is to get his/her team to guess which conflict strategy was acted out. The team has 10 seconds to make a guess.
- Teams will be awarded 1 point for each correct guess.
- If a team provides an incorrect guess, the next team in line has an opportunity to make a guess. If the team guesses the correct strategy, it is awarded 1 point and takes its turn.
- After the correct strategy is announced, the teacher prompts the class to comment if the character reached his/her goal using the conflict strategy listed on the card. Tip: The purpose is to help students recognize they are more likely to reach their goals when they act like Solution Finders.
- The team with the most points at the end of the game wins.

Some boys in class are teasing and calling Maggie names. She hates being called names.

In this situation, Maggie is a **Conflict Avoider**.

Juan leaves his iPod in his desk in Science class. He returns to the classroom and sees Robert, a student he hardly knows, listening to music on his iPod.

In this situation, Juan is a **Conflict Controller**.

The teacher needs a volunteer to bring a message to another classroom. Sally would love a chance to do the job, but before she can raise her hand, the teacher gives the job to Skyler.

In this situation, Sally is a **Solution Finder**.

Gilbert is blamed for making a mess of the paint in the art learning center. He knows that Ronald and Paula are the ones who actually made the mess.

In this situation, Gilbert is a **Conflict Avoider**.

▬
Name That
Conflict Style
▬

Jonathan has a difficult time in math class and frequently gets the answers wrong when the teacher calls on him. Leslie, one of the students in his class, often laughs at him.

In this situation, Jonathan is a **Conflict Controller**.

Joanne comes up with a great idea for a group project. When the teacher approaches the group, Chris quickly announces Joanne's idea but acts like it is his own.

In this situation, Joanne is a **Solution Finder**.

Eugene talks a lot during group work and is not helping the team finish its project. Madeline is really worried about her grade and is feeling annoyed at Eugene for distracting the group.

In this situation, Madeline is a **Conflict Avoider**.

Raymond tells Harvey he's upset because his parents are getting a divorce; he asks Harvey not to tell anyone. Later that day, Raymond hears Harvey telling Carol about it.

In this situation, Raymond is a **Conflict Controller**.

Sarah signs on to Facebook and sees that Scott had been posting mean things about her on his wall. The next day, she passed Scott in the hallway at school.

In this situation, Sarah is a **Solution Finder**.

Lisa finds out her friend Mark is having a birthday party, but he doesn't invite her for some reason. The next day at lunch Mark asks Lisa if he can have some of her potato chips.

In this situation, Lisa is a **Conflict Avoider**.

A group of Charlie's friends are playing basketball on the playground. Charlie asks to join the game, but Beth replies that the teams are already set, so he can't play.

In this situation, Charlie is a **Conflict Controller**.

Ella lets her friend Samantha borrow one of her favorite sweaters. When Samantha returns the sweater to her, there's a big hole in the sleeve.

In this situation, Ella is a **Solution Finder**.

▬
Name That
Conflict Style
▬

Chad and Karen have plans to watch a movie together at Karen's house. Chad is really excited to watch one of the *Twilight* movies, but when he shows up at Karen's house, she insists they watch *Diary of a Wimpy Kid*.

In this situation, Chad is a **Conflict Controller**.

Simone's class is taking a Science test and the teacher steps out of the room for a minute. During this time, Felix asks Simone for one of the answers.

In this situation, Simone is a **Conflict Avoider**.

At 2 a.m., someone calls Todd's house and wakes his entire family. When Todd's mother answers, the person plays loud music into the phone and hangs up. The next day at school, Todd finds out that one of his classmates, Jared, made the phone call.

In this situation, Todd is a **Solution Finder**.

Mindy and Ben are assigned to work together on a Sanford Harmony Program activity. The teacher hands them a worksheet and tells them that one person needs to record their answers. Mindy quickly replies, "Ben will do it." Ben is really tired and doesn't feel like writing.

In this situation, Ben is a **Solution Finder**.

Jill is playing Wii with her friends in her living room. Her older brother walks in with his friends and says, "Get out of here, Jill. It's our turn to play now."

In this situation, Jill is a **Conflict Controller**.

Ryan is playing on the same kickball team as Diana and they both want to pitch. Diana is shouting at Ryan.

In this situation, Ryan is a **Conflict Avoider**.

Jenny is upset because her best friend Sasha walked by her this morning without saying a word.

In this situation, Jenny is a **Conflict Controller**.

Carlos, Jeffrey, and Samantha are working together on a project for their math class. Samantha and Carlos want to solve the problem one way, and Jeffrey wants to solve it another way, so they can't agree on how to solve the problem.

In this situation, Jeffrey is a **Solution Finder**.

CONFLICT
AVOIDER

CONFLICT
CONTROLLER

SOLUTION
FINDER

Name That Conflict Style Reference Guide

4.2

Grades 5-6

Card	Goal
1	- Raymond needs to tell Harvey how it made him feel when he overheard Harvey telling Carol about his parent's divorce
2	- Madeline needs to find a way to get Eugene to start helping the group instead of distracting them
3	- Joanne needs to confront Chris about taking her idea as his own
4	- Jonathan needs to tell Leslie how it makes him feel when she laughs at him and to ask her to stop
5	- Gilbert needs to speak up and clarify who made the mess
6	- Sally needs to tell her teacher she would like a chance to do the job
7	- Juan needs to get his iPod back from Robert
8	- Maggie needs to stop the boys from calling her names
9	- Ella needs to confront Samantha about the hole in her sweater and ask her to fix it or replace it
10	- Charlie needs to decide if he wants to play basketball or find another activity to do during recess
11	- Lisa needs to express her feelings to Mark and ask why she wasn't invited to his birthday party
12	- Sarah needs to tell Scott to stop posting mean things and take down the comments
13	- Ben needs to tell Mindy he is tired and doesn't feel like being the recorder
14	- Todd needs to tell Jared that his phone call woke his family and not do it again
15	- Simone needs to tell Felix she won't help him with his test and consider telling the teacher that Felix was trying to cheat
16	- Chad and Karen need to decide which movie they'll watch together
17	- Carlos, Jeffrey, and Samantha need to find and agree on a solution to their problem
18	- Jenny needs to ask Sasha why she didn't say hello
19	- Ryan and Diana need to decide who will pitch in the kickball game
20	- Jill needs to tell her brother that he and his friends can play with the Wii once she and her friends are done

TIME

40 Minutes

MATERIALS

Smooth Solutions Worksheet

Step It Up Bookmarks

Step It Up Poster

Step It Up Worksheet

PREPARATIONS

Photocopy/print the Smooth Solutions Worksheet (one per pair of students)

Laminate and cut out the Step It Up Bookmarks (one per student)

Photocopy/print the Smooth Solutions II Worksheet (10 per class; double-sided) (see Everyday Moments)

Photocopy/print the Step It Up Poster (optional)

GOALS

- ▶ To introduce students to a step-by-step approach for effectively resolving conflict
- ▶ To provide students an opportunity to practice the Step It Up approach

KEY CONCEPTS

- ▶ It is important to learn and practice effective approaches to resolving conflict
- ▶ The Step It Up approach is a useful tool for effectively resolving conflicts

SET THE STAGE

5 minutes

Remind students about the Name That Conflict Style activity and ask them to recall what they learned:

- ▶ What did you learn from the Name That Conflict Style activity?

Examples: There are different ways to resolve conflict; we have different feelings during conflict.

- ▶ What examples of the conflict resolution styles have you learned?

Examples: Solution Finder (the Owl), Conflict Avoider (the Turtle), and Conflict Controller (the Shark).

- ▶ Today we'll learn the Owl's approach to resolving conflict: "Step It Up." Step It Up is a strategy that includes regulating emotions, engaging in respectful dialogue, and identifying effective solutions that are satisfactory to all parties involved in the conflict. Remember we previously discussed that conflict can occasionally call for Turtle or Shark resolution styles; can you think of situations in which a Turtle or Shark resolution style is effective?

Examples: If being an Owl (seeking a solution) could result in physical harm, it's better to be a Turtle and avoid conflict; if you need to take control of a situation for safety reasons, it's better to be a Shark.

- ▶ Most often, however, the Owl's Step It Up approach is a helpful tool for effectively resolving conflict.
- ▶ Resolving conflict is challenging, even for adults.

FACILITATE THE ACTIVITY

20 minutes

- ▶ What does S stand for? T? E? P?

Stop, think, and cool off; Talk it out; Evaluate possible solutions and consequences; Pick a realistic solution.

Record students' responses on the board, have them pair up with their buddies, and distribute one Smooth Solutions Worksheet per pair. Instruct them to take turns recording their answers for each scenario.

- ▶ Complete the worksheet together with your partner, but first we'll complete an example scenario as a class. It says, "Jill and Jake are playing four square. Jill isn't playing the game according to the rules, and Jake is getting upset."
- ▶ Let's use Step It Up to help Jake resolve this conflict. What does S stand for?
- ▶ S stands for Stop, think, and cool off! Why is this important? How is Jake feeling?

Examples: Frustrated; angry; mad.

- ▶ What does I stand for? Talk it out. How can Jake effectively communicate his perspective to Jill?

Example: "Jill, I'm feeling angry because you aren't following the rules!"

- ▶ How can Jill effectively communicate her perspective to Jake?

Examples: "I thought I was playing the game correctly!" "I just wasn't sure of the rules!"

- ▶ What does E stand for? Evaluate all possible solutions and consequences. Let's brainstorm some possible solutions and the associated consequences.

Examples:

Animal	Solution	Consequence
Owl	Jake and Jill can ask a student or teacher to clarify the rules	Jake and Jill can continue playing four square
Owl	Jake and Jill can play rock-paper-scissors to decide whose version of the rules is correct	Jake and Jill can continue playing Four square
Turtle	Jake and Jill can quit playing and do something else	Jake and Jill can avoid the conflict but are unable to continue their game of four square
Shark	Jake can yell at Jill until she gives in	Jake and Jill can continue playing, but Jill isn't satisfied with the solution and her feelings are hurt

- ▶ What does P stand for? Pick a realistic solution! What is the best solution and why will it work?
- ▶ Work through the Step It Up approach to resolving conflict for the two scenarios on the worksheet.

As students complete the worksheet, walk around the room and provide assistance as necessary.

INSTRUCTIONS: Read each scenario and use the “Step it Up” approach to resolve the conflict in each.

Example:

Jill and Jake are playing four square. Jill isn't playing the game according to the rules and Jake is getting upset.

Scenario I:

David and Melissa are working on a class project. When Melissa tries to discuss their project, David keeps interrupting to talk about last night's basketball game.

Scenario II:

Olivia and Ethan are neighbors and hang out together outside of school. Olivia wants to hang out at school too, but Ethan doesn't want other students to know he's friends with a girl.

SCENARIO I:

S = Stop! Cool off!

Melissa's feelings during the conflict: _____

T = Talk and Listen

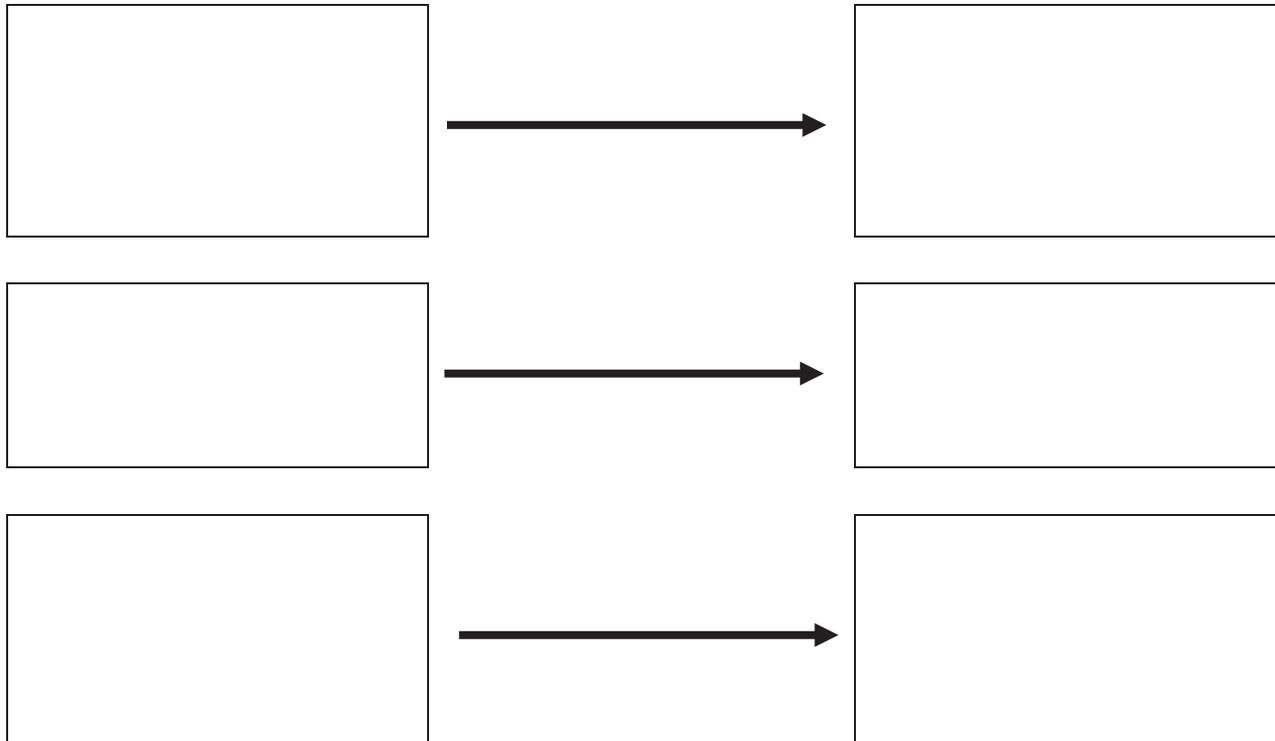
Melissa's perspective:

David's perspective:

E = Evaluate possible solutions and consequences (Brainstorm)

SOLUTIONS

CONSEQUENCES



P = Pick a realistic solution, try it out, and determine its effectiveness. Change if necessary. (What other solution would you pick?)

SCENARIO II:

S = Stop! Cool off!

Olivia's feelings during the conflict: _____

T = Talk & Listen

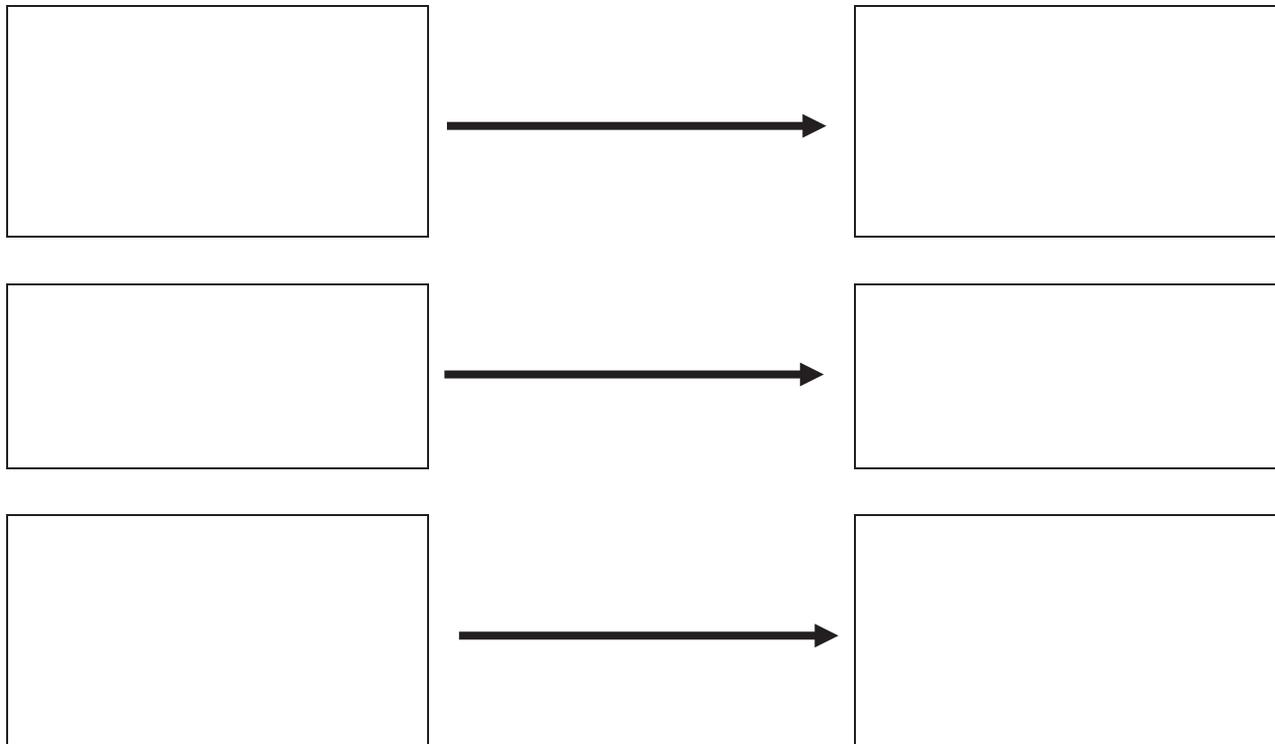
Olivia's perspective: _____

Ethan's perspective: _____

E = Evaluate possible solutions and consequences (Brainstorm)

SOLUTIONS

CONSEQUENCES



P = Pick a realistic solution, try it out, and determine its effectiveness. Change if necessary. (What other solution would you pick?)

Sanford says to...



Stop, think, and cool off

Talk it out

Evaluate possible solutions

Pick a realistic solution

IT

UPI

Sanford says to...



Stop, think, and cool off

Talk it out

Evaluate possible solutions

Pick a realistic solution

IT

UPI

Sanford says to...



Stop, think, and cool off

Talk it out

Evaluate possible solutions

Pick a realistic solution

IT

UPI

Sanford says to...



Stop, think, and cool off

Talk it out

Evaluate possible solutions

Pick a realistic solution

IT

UPI

Sanford says to...



Stop, think, and cool off

Talk it out

Evaluate possible solutions

Pick a realistic solution

IT

UPI

How do we resolve conflict?

Step It Up!

S

Stop,
think,
and
cool off

Take a
break and
regulate
your
emotions
before you
try to
resolve the
conflict!

T

Talk it
out

Engage in
respectful
dialogue,
allowing
everyone
involved to
share their
perspective!

E

Evaluate
possible
solution
S

Come up
with
solutions that
are
satisfactory
to everyone
involved!

P

Pick a
realistic
solution

Pick the
solution
that is best
for
everyone
and try it
out!

The Animals of Conflict

4.3

Grades 5-6

INSTRUCTIONS: Use this worksheet whenever you have a conflict with another student. Make sure to fill in the steps on the back of this worksheet!

Students involved in the conflict:

Describe the conflict:

How did you initially react to this conflict? What conflict animal were you?

What was the first thing that you did to try to resolve the conflict?

What else can you do before you go to your teacher?

S = Stop, think, and cool off

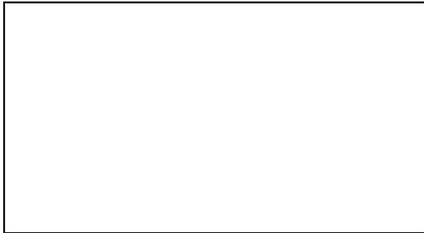
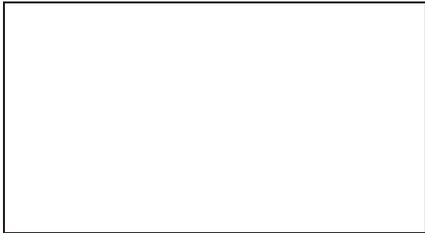
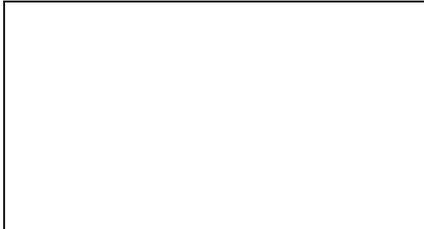
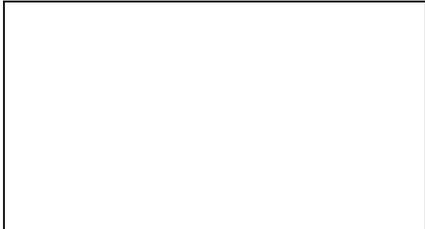
Your feelings during the conflict: _____

T = Talk it out

Your perspective:

Other's perspective:

E = Evaluate possible solutions and consequences (Brainstorm solutions)

SOLUTIONS	CONSEQUENCES
	
	
	

P = Pick a realistic solution, try it out, and determine how it worked. Change if necessary. (What other solution would you pick?)

TIME

Day 1- 45 Minutes

Day 2- 45 Minutes

MATERIALS

Conflict Dilemmas Worksheet

Conflict Scenario Strips

PREPARATIONS

Photocopy/print the Conflict Dilemmas Worksheet (one per group; double-sided)

Cut out the Conflict Scenario Strips (one strip per group)

GOALS

- ▶ To provide students with the opportunity to practice resolving peer conflicts using the “Step It Up” problem-solving approach

KEY CONCEPTS

- ▶ It is important to learn and practice effective approaches to resolving conflict
- ▶ Conflicts can occur in any situation

SET THE STAGE

5 minutes

Remind students of their experiences engaging in the previous problem-solving activities:

- ▶ We've been taking part in activities to help us understand that everyone responds to conflict differently, and we've also learned the steps needed to resolve conflict. Who can remind us what we did that focused on resolving conflict?

Examples: We did worksheets to find out what conflict is, to learn our different conflict styles, and to learn about others' conflict styles; we identified different styles of conflict, including Solution Finders, Conflict Avoiders, and Conflict Controllers; we learned the "Step It Up" approach to resolving conflict.

- ▶ Why is it important to know how to resolve conflict and to understand how you feel about it?

Examples: Conflict happens all the time and it's good to know how to deal with it so we can learn from these situations.

Introduce the Practice Makes Perfect activity:

- ▶ Today, we'll continue discussing how we think about others and ourselves in resolving conflict. Whenever we learn new things, it's always good to practice what we've learned.

FACILITATE THE ACTIVITY

35 minutes

Place the students into diverse groups of four to six students and hand out the Conflict Dilemmas Worksheet.

- ▶ The activity today involves practicing conflict resolution styles and steps to resolve conflict as a group. This activity will cover 2 days. Today, you and your group will randomly pick a scenario and start writing a script that addresses the conflict in an effective way. Each group member will have an assigned role. The second day, you'll finalize your script, practice, and role-play in front of the class.

Place the Conflict Scenario Strips in a bowl or hat and have each group draw one scenario on which they will base their script.

- ▶ Each group will draw a Conflict Dilemma out of a bowl or hat.
- ▶ The scenario you pick is what you will use to write a script that includes the scenario and the resolution of the conflict.
- ▶ At the end of the Conflict Dilemmas Worksheet, there is an Example Script you can use to get ideas for your own script. Everyone's script should include the title of the role-play. On the Example Script, what is the title?

Example: Lunch Money.

SET THE STAGE

5 minutes

Remind students about their experiences with writing the role-play script on Day 1:

- ▶ We started writing scripts for our role-plays on Day 1. Can anyone provide examples of the conflict they're resolving?

Examples: Birthday party conflict; school project conflict.

- ▶ Today, we'll finish writing our role-plays and rehearse. You'll have a total of 10 minutes. Afterward, the teams will perform, and we'll discuss them at the end of the day.

Walk around the room and help teams as necessary.

FACILITATE THE ACTIVITY

35 minutes

When groups are ready, have them present their scripts in front of the class.

WRAP IT UP

5 minutes

Discuss the experience with your students. Questions to ask:

- ▶ Think about the representations your classmates presented. Are other ways to resolve conflict?
- ▶ Would you have done anything differently? If so, what?

- ▶ Were these realistic representations of conflict that also occur in your daily life?
- ▶ Was it easy or difficult to come up with ideas?
- ▶ Do boys and girls handle conflict differently? Why?
- ▶ Can you apply these conflict resolution skills in the classroom, in the lunchroom, on the playground, or at home?
- ▶ What can you do to help remember to use these steps?

EVERYDAY MOMENTS

- ▶ Utilize the language taught in this unit to reinforce and generalize the concepts into your daily routine (e.g., Step It Up; Solution Finders).
- ▶ Prompt students to use the Step It Up Worksheet from the last activity when conflicts arise in the classroom.
- ▶ Schedule regular times for students to discuss conflicts that occur in the classroom (e.g., during Meet Up) and prompt them to utilize the Step It Up approach.

NOTES

INSTRUCTIONS:

- 1) Each team will draw a Conflict Scenario Strip from a bowl.
- 2) You have today to finish writing a short script (5- to 10-minute role-play) describing the conflict and resolution of that conflict. Come up with a title for your play. The script should include the conflict resolution using the “Step It Up” approach. Use the back of this page to brainstorm your script. Feel free to use the Example Script as a guide.
- 3) On Day 2, you’ll finalize your script, practice, and role-play in front of the class.
- 4) The class will talk about the resolution of the conflict, decide if it was the best way to resolve it, and make suggestions.

Rules:

1. Each team member must have a role in the writing or acting process (record the team members’ roles on the script).
2. Have fun!

Team Members:

Team Roles:

Director:

Writer(s):

Actor(s):

Props Creator:

SCENARIO 1 You're at a birthday party and having a great time. Your friend hasn't begun opening presents when you realize you have to be home in 30 minutes because your sister has a softball game. You call your parents and ask them if you can stay for the rest of the party. They say "no" and tell you to come right home. You're very upset.



SCENARIO 2 Katie has been assigned to work with Kyle on a science project that will be presented at the school science fair. Katie really likes science and wants to do well. She's excited to present at the fair. She's noticed in team meetings that Kyle doesn't listen to any of her ideas and makes all decisions for the group. Katie's upset and doesn't know what to do, and she has to work with Kyle for the entire semester.

SCENARIO 3 Kylie and Jacob have been best friends since the first grade. They live on the same street and their parents are good friends. Last summer Jacob also became good friends with Ethan. When the school year started, Jacob tried to spend his time equally with both Ethan and Kylie. As the school year went on, Jacob often ended up spending more time with Ethan. Kylie felt angry at both Ethan and Jacob and started being mean to Ethan.

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Peer Relationships



CONTENTS

This Unit contains all resources needed for teaching *Grade 5*, Unit 5: Peer Relationships. Resources include: Activities, Games, and Supplemental Materials.

Unit 5: Peer Relationships is composed of four activities:

Activity 5.1

What Makes a Friend — Students develop an awareness of qualities in a friend that are valued by themselves and their peers.

Activity 5.2

I've Got Your Back — Students identify existing peer support in their classroom and practice providing support in a grade-wide competition.

Activity 5.3

Talk It Out — Students discuss the value of creating friendships with diverse peers and develop strategies to minimize costs that can be associated with these friendships.

Activity 5.4

Battle the Bullies — Students develop awareness of the costs associated with bullying and identify strategies for coping with bullying behavior. Students learn about the roles of the bully, the target, and the bystander in these bullying incidents.

ACTIVITY SNAPSHOTS

Activity 5.1

What Makes a Friend — Students develop an awareness of qualities in a friend that are valued by themselves and their peers.

Activity 5.2

I've Got Your Back — Students identify existing peer support in their classroom and practice providing support in a grade-wide competition.

Activity 5.3

Talk It Out — Students discuss the value of creating friendships with diverse peers and develop strategies to minimize costs that can be associated with these friendships.

Activity 5.4

Battle the Bullies — Students develop awareness of the costs associated with bullying and identify strategies for coping with bullying behavior. Students learn about the roles of the bully, the target, and the bystander in these bullying incidents.

DESCRIPTION

The Peer Relationships Unit promotes positive interactions and relationships between students and their peers. Through their participation in paired or small group activities, students learn about qualities important to friendships, negative consequences associated with bullying, and how to provide their peers and classmates with support.

RESEARCH CONNECTIONS

Children's learning occurs within the social context of the classroom. The quality of the relationships that children develop within this context has important implications for their academic functioning and attitude toward school. For instance, children who have mutual classroom friendships fare better academically and socially than those who have not formed friendships. Importantly, friends provide instrumental and psychological support and often serve as positive role models for social and academic success. While many seek friendships with others who are similar to them, there are unique benefits to forming friendships with diverse peers. Interacting and building close ties with peers who are different in some way (e.g., gender; ethnic background) offers children the opportunity to broaden their perspectives, learn new skills, challenge existing stereotypes, and practice diverse interaction styles.

Unfortunately, not all peer interactions that children have in school are positive. Many are rejected or marginalized by the peer group and are excluded from important academic and social functions within the classroom. Moreover, children at all age levels are exposed to bullying at school, which can lead to serious long-lasting problems for everyone involved. Namely, those who are bullied or rejected often experience significant psychological distress and, as a result, perform poorly in and avoid school. To prevent bullying and social exclusion, students, teachers, administrators, and parents need to be committed to implementing strategies to ensure the emotional and physical safety of the entire school community.

TIME

40 Minutes

MATERIALS

Unit 5 Home–School Connection Letter

Masking tape

Friendship Strips

What Makes a Friend? Worksheet

PREPARATIONS

Photocopy/print and send home the Unit 5 Home–School Connection Letter

Prepare the Friendship Strips

Using masking tape, draw a line from one end of the classroom to the other

Photocopy/print the What Makes a Friend? Worksheet (one per student)

TIP: If your students are not be able to fit comfortably on one line, draw two lines so that all students fit between the two.

GOALS

- ▶ To help students identify personal characteristics that aid in friendship formation and maintenance
- ▶ To promote the view that friends can have both similarities and differences

KEY CONCEPTS

- ▶ Friendships are important
- ▶ It's fun to have friends who are both similar and different from us
- ▶ We can learn from friends who are different from us

SET THE STAGE

5 minutes

Ask students to recall what they've learned through their participation in the Sanford Harmony Program:

- ▶ Through the Sanford Harmony Program, we completed a lot of activities, many of which taught us about our classmates and how to interact with each other. What are some of these activities?

Examples: The Things We Have in Common; Who We Are; Collaboration in Action; Walking in Someone Else's Shoes; Step It Up.

- ▶ What have you learned about your classmates and how to interact with each other?

Examples: We learned our similarities and differences; which personal items our classmates value; how to effectively communicate; how to empathize; our classmates have different conflict resolution styles; how to resolve conflict.

- ▶ Today we are beginning a new unit — the Peer Relationships Unit. The activities provide us the opportunity to think about the relationships we have with our classmates and what we want these relationships to look like in the future.

Introduce the activity:

- ▶ Today we'll discuss friendship. Friends are important throughout our lives, but what makes a good friend could change as we get older both in terms of personal characteristics they should have and what we like to do with them for fun. By personal characteristics I mean qualities or traits. For example, what personal characteristics should teachers have?

Examples: Hard working; smart; honest; good with kids; responsible; fun.

- ▶ The purpose of today's activity is to better understand what you and your classmates look for in a friend.

FACILITATE THE ACTIVITY

25 minutes

- ▶ I'm handing each person two strips of paper. On one paper, finish the sentence "I like friends who are..." and on the other strip of paper fill in the blank in the sentence, "I like to _____ with my friends." There are no right or wrong answers. Write the response that honestly reflects how you think about friendships.

If students are having trouble thinking of ideas, walk around the room and offer suggestions. When they have recorded their responses, collect the slips of paper and shuffle them.

Ask students to stand on the line and provide them with instructions:

- ▶ I'll read aloud your ideas of which personal characteristics make a friend and the most fun activities to do with friends. After I read each statement, decide whether you agree or disagree. If you agree with the statement, stand to the right of the line. If you disagree with the statement, step to the left of the line. If you agree or disagree only a little bit, stand close to the line, but if you agree or disagree a lot, stand farther from the line.

TIP: Post "Agree" and "Disagree" signs to help students remember which side of the line corresponds with each response.

- ▶ Let's try two examples:

Examples: I like friends who are nice; I like to swim with my friends.

When finished with the examples, begin reading aloud the students' responses one at a time. Take advantage of "teachable moments." Share your observations with students and ask them to make observations.

Examples: "Wow; it looks like all of you like friends who are funny!" "Look how far Addy is standing from the line. You really don't like going to video games with your friends, do you?" "Take a look around. What do you see? Can someone make an observation?"

Challenge gender stereotypes if they arise and remind students of the problems associated with stereotyping. For example, if only boys or girls seem to stand close to the line for certain characteristics or activities, discuss this observation with students and encourage students to consider the social factors that contribute to gender differences. Comments and questions to ask students may include:

- ▶ Notice how only boys are standing to the right of the line for playing football with their friends. Why?

Examples: People tend to think football is for boys, so girls might feel funny or discouraged from playing football even if they want to play because they assume she won't want to play.

- ▶ Let's think back to the problems with stereotyping that we previously discussed. Why is it problematic if we think that only certain characteristics are true of girls or boys, or only certain activities should be played by girls or boys?

Examples: We assume that some people don't like certain activities – when they actually do – and not invite them to join us; we won't try to make friends with other-gender peers because we assume boys and girls don't have things in common; we shouldn't be friends with other-gender peers because we'll get teased; we don't try certain hobbies because we think they're only for the other gender; we perform poorly in certain activities because we think our gender isn't supposed to be good at them.

- ▶ These are some of the problems that can happen when we stereotype groups of people. And, as we can see, stereotypes may have affected us because we are noticing that girls and boys tend to choose certain activities or characteristics in this classroom. However, we need to remember that this is not true for all girls and boys; in fact, we may observe something completely different in other classrooms or schools. So, let's not forget [Class Name], we need to think for ourselves and 'Think Outside the Box' and not let stereotypes think for us!

Ask students to return to their seats and then discuss the experience:

- ▶ Does our class agree with which personal characteristics make a friend? Do we agree about the most fun activities to do with friends?
- ▶ Are there some personal characteristics that most in this class like their friends to have? Are there some activities that we think are fun to do with friends?
- ▶ Did you and your friends stand on the same side of the line after every single statement?

Examples: Yes – friends have a lot in common; no – friends usually have some things in common but not everything in common.

Distribute the What Makes a Friend? Worksheet to each student and inform them that it will help them think about what makes a friend.

- ▶ We just spent some time thinking about which personal characteristics make a friend and what this class likes to do with their friends for fun. Think about how much you want your friends to be similar to you versus different from you.

Review the worksheet directions with students and instruct them to work independently. Circulate the classroom and provide assistance as necessary.

WRAP IT UP

10 minutes

Ask students to think about both activities and discuss the experience. Questions to ask:

- ▶ Is it ok to be friends with those who are different from you in some ways?

Examples: Yes – we can learn from one another (we learned we can teach each other new things in our Learn Something New activity).

- ▶ Are there classmates with whom you're not friends, even though you have things in common? Do you think you can learn something new from them? If you'd like to make friends, what can you do?

Examples: ask them to do something that we both think is fun.

- ▶ Take a look at the What Makes a Friend? Worksheet. How many of you wrote on your worksheets that you want your friends to have all the same characteristics as you? How many of you want your friends to have all different characteristics than you? How about the rest of you?

Example: I want my friends to have some of the same characteristics as I have — for example, I want them to be trustworthy, but I don't care if they have curly hair.

Dear Parent/Guardian(s):

The quality of peer relationships that children develop at school has important implications for their social, emotional, and academic functioning. The last unit of the Sanford Harmony Program, the Peer Relationships unit, provides students with the opportunity to practice strategies to develop and maintain positive peer relationships with their classmates. Students learn the qualities important to friendships, develop a Friendship Pledge to identify and commit to how they want to treat their friends, practice providing their classmates with support, and practice effective ways for handling bullying situations. Please refer to the Home–School Connection Tips below for suggestions on how to reinforce and practice these concepts at home!

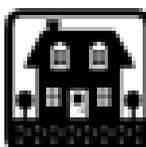
HOME–SCHOOL CONNECTION TIPS

1. Encourage your child to make friends with a diverse group of peers. Interacting and building close ties with a diverse group offers children the opportunity to broaden their perspectives, learn new skills, challenge existing stereotypes, and practice diverse interaction styles.
2. Over the next couple of weeks, our class will work on being supportive of each other. I'll hand out "I've Got Your Back" tickets when I notice students providing support to each other. Try this at home! Meet with your family to identify ways you can support each other and distribute tickets (or tokens, marbles, etc.) when you observe one another engaging in these behaviors. Once you reach a certain number of tickets, celebrate with a special family activity!
3. In our last activity, we learn effective strategies for handling bullying situations at school. Discuss the negative consequences of bullying with your child and encourage him/her to speak up if he/she or someone he/she knows is being bullied. Encourage and reinforce positive and inclusive behaviors toward peers.

Our class had a lot of fun participating in the Sanford Harmony Program activities this year! I hope that you enjoyed observing all the new skills and strategies your child has learned and that the Home–School Connection Tips have been beneficial to you and your family.

Please let me know if you have any questions about your child's participation in the Sanford Harmony Program or if you would like to discuss additional ways to help your child build positive peer relationships. I would also enjoy hearing about any successes or challenges you had trying out the Home–School Connection Tips and if you noticed any specific changes in your child this year. Together, I hope we helped your child learn the social and academic skills that will enable him/her to develop positive relationships at school, at home, and in the community!

Sincerely,



I like friends who are _____

I like to _____ with my friends.

INSTRUCTIONS: Read through the items in the Characteristic column. Put a ✓ in the “You” column if the item is true for you. Put a ✓ in the “Friend” column if the characteristic is what you look for in a friend. If it doesn’t matter whether or not your friend has a certain characteristic, write DM for “doesn’t matter.”

Examples:

- Are you **nice**? If you are, put a ✓ in the “You” column.
Do you want your friend to be nice? If so, put a ✓ in the “Friend” column.
- Are you **tall**? If you are not, leave the “You” column blank.
Do you want your friend to be tall? If it doesn’t matter, put DM in the “Friend” column.
- Are you **short-tempered**? If you are, put a ✓ in the “You” column.
Do you want your friend to be short-tempered? If not, leave the “Friend” column blank.

Characteristic	You	Friend
Nice	✓	✓
Tall		DM
Short-tempered	✓	

Now you try!

Characteristic	You	Friend
Enjoys watching TV		
Likes spaghetti and meatballs		
Girl		
Cranky		
Trustworthy		
Artistic		
Likes playing video games		
Curly haired		
Soccer player		
Smart		
Shy		
Boy		
Speaks Spanish		
Musical		
Likes animals		
Loves cookie dough ice cream		
Bossy		
Friendly		
Was born in same state as me		
Has an older brother		
Good at math		
Good sense of humor		

TIME

Homework Prep – 2 Minutes

35 Minutes

MATERIALS

Peer Support Survey

Marker

Poster board

I've Got Your Back Tickets (optional)

A bowl or box to store tickets/chips/marbles

PREPARATIONS

Photocopy/print the Peer Support (one per student)

Prepare the I've Got Your Back Tickets (optional)

Collaborate with the other fifth/sixth grade teachers to decide on a reward for the classroom that wins the I've Got Your Back competition

ALTERNATIVE: If the other classrooms are not implementing SHP, or you are unable to coordinate with them, create a class reward system where your entire class gets a special reward once they obtain a specified number of tickets/chips/marbles.

GOALS

- ▶ To help students identify when and how to provide classmates with support
- ▶ To increase the frequency with which students provide their classmates with peer support
- ▶ To promote a classroom environment in which all students feel supported by their peers

KEY CONCEPTS

- ▶ It is important to support your classmates
- ▶ We can practice being more supportive to our classmates
- ▶ Providing support to your classmates helps create a positive classroom environment

HOMEWORK PREP

2 minutes

Distribute the Peer Support Survey to every student.

- ▶ To help prepare for tomorrow's activity, complete the homework assignment tonight. Complete the survey independent of others and bring it to class tomorrow, and don't put your name on it. Keep in mind there are no right or wrong answers!

SET THE STAGE

5 minutes

Ask students to recall the What Makes a Friend? Activity. Questions to ask:

- ▶ What characteristics did most of this class like their friends to have?

Examples: Good listener; expresses concern; supportive; funny; forgiving; helpful; fun to spend time with.

- ▶ Is it realistic to assume that everyone in this class will be good friends with one another? Why or why not?

Example: No; it's not possible to be good friends with so many people!

- ▶ Even if everyone can't be good friends, do you think everyone could be good classmates?
- ▶ Are there any characteristics you look for in a friend that you also look for in a classmate?

Examples: Good listener; hardworking; fun; expresses concern; supportive; funny; helpful.

Introduce the activity:

- ▶ One characteristic important in friendships and also in creating a positive classroom environment is supportiveness. Why is it important for students to feel supported by friends and classmates?

Students who are supported by peers feel better about themselves, are happier, have more positive relationships with classmates, feel more comfortable taking risks or trying new things, and do better in school.

- ▶ For today's activity, consider whether students in this class feel supported by their classmates. Think of ways you *get support from* and *give support to* your classmates.

FACILITATE THE ACTIVITY

25 minutes

Instruct students to score their Peer Support Surveys and record their total score at the top of the survey. "Not at all" responses earn a score of 0, "only sometimes" responses earn a score of 1, and "always" responses earn a score of 2. Collect, shuffle, and redistribute them. Ask students to raise their hands if they have a survey with a score between 0 and 3, 4 and 7, and 8 and 10, and tally the results on the chalkboard. Engage students in a discussion about the scores:

- ▶ What does a score of 0 to 3 mean? What about 4 to 7? 8 to 10?

Examples: A score between 0 and 3 means we don't think students in this class provide their classmates with much support; a score between 4 and 7 means we provide some support to our classmates; a score between 8 and 10 means we provide our classmates with a lot of support.

- ▶ Based on these scores, what do most of you think about the peer support in our classroom?
- ▶ It looks like [at least some/a lot] of you think there could be more peer support. To help us achieve this, we'll participate in a competition with the other fifth/sixth grade classrooms!
- ▶ To prepare, we'll brainstorm specific ways we can support one another in school — in this classroom, in the lunchroom, and even on the playground. What are some examples of how you could support a classmate or how a classmate could support you?

Examples: Say something nice to someone if they look upset; include someone in what we're doing if they look lonely; stick up for someone if they're getting picked on; help someone with a math problem if they're having trouble.

Record students' ideas on the board. When students generate an adequate list of examples, provide further instructions:

- ▶ Good work, [Class Name]! Now that we've developed a list of ideas about how we can provide support for one another, I'd like you to consider all of these examples. I am going to read through the list, and I'd like you to give me a thumbs-up if you think we should include this in our Classroom Community Pledge. Give me a thumbs-down if you think the example is something that would be too difficult to achieve in our classroom, in the lunchroom, or on the playground. The examples that are unanimously thumbs-up will be recorded on poster board and displayed in our classroom for 1 week.

Identify a student to record the selected examples of peer support on the poster board. The poster board should be titled "I've Got Your Back."

- ▶ Before I read the list of examples, let me explain the I've Got Your Back competition to you. Over the course of the next week, your goal is to provide your classmates with support and identify ways we support one another. The other fourth grade classrooms [cite Class Names] are completing this same activity; they will also identify ways in which they provide one another with support. They could have some of the same ideas as ours, or their ideas could be different. The fifth/sixth grade teachers and I will be observing our students to identify examples of peer support among students in our classrooms. If I observe an example of peer support, I will reward the person with a ticket that says "I've Got Your Back."

Display an example ticket for students to view.

ALTERNATIVE: You may choose to use chips, tokens, marbles, etc. instead of tickets.

- ▶ The recipient of this ticket will place the ticket in this bowl/box. It's possible that I won't observe every instance of peer support, so you have the option of letting me know when instances of peer support occur, and I will judge whether the example is sufficient to warrant an I've Got Your Back ticket. At the end of the week, each classroom will count their number of tickets, and the winning classroom will earn [insert reward as determined by 5th grade teachers]. Ok, [insert class name] do you think we can win this competition?!

Conduct the thumbs-up-/thumbs-down vote and instruct the selected student to record the examples of peer support on the poster board. Hang the poster board in a visible area.

Peer Support Survey

5.2

Grades 5-6

INSTRUCTIONS: Read through the list of items. For each item, fill in the bubble that best describes how often each item is true for you.

Students in this class provide classmates with support if they are...	Not at all	Only sometimes	Always	Doesn't apply
1. Being picked on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Having a bad day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Excluded from something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Having trouble with a school task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sad about something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!
I've Got Your Back!	I've Got Your Back!	I've Got Your Back!

TIME

45 Minutes

MATERIALS

Talk it Out Worksheet (Boy and Girl Versions)

Let's Make it Happen Worksheet

PREPARATIONS

Photocopy/print the Talk it Out Worksheet (one per student; boy and girl versions)

Photocopy/print the Let's Make It Happen Worksheet (one per group; double-sided)

GOALS

- ▶ To normalize friendships with same- and other-sex peers
- ▶ To help students think of the obstacles to initiating and maintaining interactions and friendships with diverse peers
- ▶ To provide the class with an opportunity to identify strategies for reducing obstacles to same- and other-sex interactions and friendships

KEY CONCEPTS

- ▶ Girls and boys often choose same-sex friends
- ▶ There are benefits to having other-sex friendships
- ▶ We can make changes to make it easier for girls and boys to form friendships

SET THE STAGE

5 minutes

Remind students of the What Makes a Friend? and I've Got Your Back activities and ask them to recall what they learned:

- ▶ What did we learn from the I've Got Your Back activity and competition?

Examples: We learned about the benefits of having a supportive classroom environment; we learned the importance of being there for each other and helping one another out.

- ▶ Great! Now, who can tell me something you learned from the What Makes a Friend? activity?

Examples: We learned about personal characteristics we look for in friends; what personal characteristics our classmates look for in friends; what people in this class like to do with friends for fun; friends have some things in common but not others.

- ▶ Some of us choose friends because of personal characteristics they do or don't have. What do most in this classroom like their friends to have?
- ▶ Others choose friends because they have fun doing certain activities together. What are some activities that most in this classroom like to do with their friends?
- ▶ The purpose of today's activity is to think about other reasons — besides those just discussed — why we choose the friends we do. We'll also discuss things that prevent us from making friends.

FACILITATE THE ACTIVITY

30 minutes

Instruct students to take out a scrap piece of paper. Ask them to think about all their friends and write the name of one of their closest friends (someone whom they trust, share things with, sit with at lunch, hang out with on the playground, talk with on the phone, hang out outside of school, etc.). Let them know you will be the only person who reads their responses. Circulate the room and tally the number of those who listed other-sex peers as one of their closest friends.

- ▶ I noticed as I was looking at your responses that most of the boys listed boys as their friends and most of the girls listed girls as their friends. This is very interesting! We don't usually pick friends who have the same color hair or who are the same height as us, but we do seem to pick friends who are the same gender. Let's think about this and discuss why this is happening.

Distribute the Talk it Out Worksheet (note separate versions for boys and girls), and review the directions and response scale with students. Instruct them to spread out across the room to ensure they complete the worksheet independently. Emphasize that students should not write their names on worksheets to ensure confidentiality. As worksheets are completed, write the following list on the board:

- ▶ Feel uncomfortable
- ▶ Don't have things in common
- ▶ Feel embarrassed
- ▶ Think I'll get teased
- ▶ Feel nervous
- ▶ Don't like the same things
- ▶ Think boyfriend/girlfriend
- ▶ Boy/girl stuff is boring
- ▶ Don't talk about interesting things
- ▶ Boys are competitive — girls aren't
- ▶ Boys don't work hard; girls are bossy

When students have completed their worksheets, collect, shuffle, and redistribute them (so each student has a classmate's worksheet). Inform the class that the results will determine whether they agree or disagree why boys and girls don't usually interact. Read each statement out loud on the board and have students raise their hands if the worksheet in front of them has "Sort of True" or "True" listed as a response. Let students know it's ok if boys receive girls' worksheets and vice versa. Tally the responses and circle the three most common responses.

Assign students to diverse groups of about five students each. Assign each group one of the three most common responses and a Let's Make It Happen Worksheet, and that one representative from each group will present the group's response for discussion.

Inform them that they will develop strategies to address these drawbacks and implement them in the classroom. Circulate the room and provide assistance and ideas as necessary.

WRAP IT UP

10 minutes

Discuss the experience with your students. Ask:

- ▶ Think about the ideas you and your classmates developed to address reasons why boys and girls don't often interact. Was it easy or difficult to come up with ideas on your worksheets?

After soliciting students' feedback, conduct a vote to determine which ideas, if any, you will implement in the classroom. Additional questions to ask:

- ▶ Are there ideas you'd like to try out in this classroom?
- ▶ How will we know if our ideas work?

- ▶ Do these ideas make it easier for girls and boys to be friends? Why or why not?
- ▶ Will these ideas work only in our classroom or could they work in other classrooms, on the playground, or in the lunchroom?
- ▶ What can we do to ensure that these ideas will work in our classroom and in other classrooms?

EVERYDAY MOMENTS

- ▶ Provide frequent opportunities for girls and boys to interact with one another in the classroom (e.g., assign students other-sex partners; place students in mixed-sex groups).
- ▶ Without calling attention to gender, acknowledge when you notice similarities between boys and girls (e.g., "*Jack, did you know that Jill has a vegetable garden in her yard, too? Perhaps the two of you could work together to lead a gardening project with our class!*").
- ▶ Continue to encourage students to challenge gender stereotypes.
- ▶ Provide regular opportunities for students to discuss how well they are implementing the strategies they developed during this activity (e.g., during Meet Up).

NOTES

Talk It Out Worksheet

Boys

5.3

Grades 5-6

INSTRUCTIONS: The items in the first column describe possible reasons why boys might not choose to interact or be friends with girls. Read through the list of items. For each item, fill in the bubble that best describes whether you think the item is true, sort of true, or false.

Don't write your name on this page so that your responses will be confidential.

	True 1	Sort of true 2	False 3
1. Boys feel uncomfortable around girls.	①	②	③
2. Girls and boys don't have things in common.	①	②	③
3. Boys feel embarrassed to be seen with girls.	①	②	③
4. Boys think they'll get teased if they hang out with girls.	①	②	③
5. Boys get nervous around girls.	①	②	③
6. Boys don't like to do the same things as girls.	①	②	③
7. If a boy talks to a girl, she may think he wants to be her boyfriend.	①	②	③
8. Boys think that girl stuff is boring.	①	②	③
9. Boys think girls don't talk about interesting things.	①	②	③
10. Boys are competitive but girls aren't.	①	②	③
11. When working on class assignments, boys don't do their work, and girls are bossy and controlling.	①	②	③

Talk It Out Worksheet

Girls

5.3

Grades 5-6

INSTRUCTIONS: The items in the first column describe possible reasons why **girls** choose not to interact or be friends with boys. Read through the list. For each item, fill in the bubble that best describes whether you think the item is true, sort of true, or false.

Don't write your name on this page so that your responses remain confidential.

	True 1	Sort of true 2	False 3
1. Girls feel uncomfortable around boys.	①	②	③
2. Girls and boys don't have things in common.	①	②	③
3. Girls feel embarrassed to be seen with boys.	①	②	③
4. Girls think they'll get teased if they hang out with boys.	①	②	③
5. Girls get nervous around boys.	①	②	③
6. Girls don't like to do the same things as boys.	①	②	③
7. If a girl talks to a boy, he may think she wants to be his girlfriend.	①	②	③
8. Girls think boy stuff is boring.	①	②	③
9. Girls think boys don't talk about interesting things.	①	②	③
10. Boys are competitive but girls aren't.	①	②	③
11. When working on class assignments, boys don't do their work, and girls are bossy and controlling.	①	②	③

INSTRUCTIONS:

- 1) Select a student to record the group's responses on this worksheet. Recorder: _____
- 2) Select a student to report the group's ideas to the class. Reporter: _____
- 3) What is your group's assigned topic? Topic: _____
- 4) As a group, brainstorm three ideas for addressing your assigned topic; there are no right or wrong answers, but the ideas should be those that could happen in your classroom.
- 5) As a group, conduct a vote to select the three best ideas.
- 6) For each idea, think about "how you can make this happen in your classroom" and "why the idea would work," and record your responses.
- 7) Before you get started, review the example below.

EXAMPLE:

Topic: Boys and girls get nervous around each other.

Idea: Give boys and girls more chances to talk and get to know each other.

How can you make this happen in your classroom?

Once a month, our class can eat lunch together in our classroom, and boys and girls who don't know each other well can sit together and talk. Before each of these lunches, our class can come up with a list of things to talk about in case we get nervous and can't think of things to say!

Why will this idea work?

Boys and girls practice talking to each other, get to know each other better, and feel more comfortable interacting with each other.

Now it's Your Turn!

Idea 1: _____

How can you make this happen in your classroom? _____

Why will this idea work? _____

Idea 2: _____

How can you make this happen in your classroom? _____

Why will this idea work? _____

Idea 3: _____

How can you make this happen in your classroom? _____

Why will this idea work? _____

TIME

45 Minutes

MATERIALS

Teaming Up Against Bullies – CBS News video clip

Battle the Bullies Game

Dice (One die per group)

Teacher Reference Guide

PREPARATIONS

Prepare the Battle the Bullies Game

Cue up the Teaming Up Against Bullies video clip (go to <https://vimeo.com/73404213> ; enter password *shp2013*)

GOALS

- ▶ To teach students about the roles of the bully, target, and bystander
- ▶ To increase students' awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support
- ▶ To promote a classroom environment in which students provide support for peers who are bullied

KEY CONCEPTS

- ▶ Bullying situations involve bullies, targets, and bystanders
- ▶ Everyone (bullies, targets, and bystanders) is negatively impacted by bullying
- ▶ We can learn and practice strategies to put an end to bullying

SET THE STAGE

5 minutes

Ask students to recall the activities they've completed as part of the Sanford Harmony Program. Questions to ask:

- ▶ Ok [Insert class Name], let's think about the activities in the Sanford Harmony Program — Diversity and Inclusion, Critical Thinking, Communication, Problem-Solving, and Peer Relationships Units. Please raise your hands if these activities helped to create a positive classroom community. How have they helped?

Examples: We spent time getting to know one another's similarities and differences; we learned how to challenge stereotypes and treat peers with empathy; we learned communication styles that work; we learned how to resolve problems with our peers; we learned what makes a friend and how to provide our classmates with support.

- ▶ Even in a positive classroom community, negative peer interactions can sometimes occur. For example, please raise your hand if you or someone you know has been bullied in this classroom, in the lunchroom, or on the playground. It appears that you think bullying is something that occurs in this school — and maybe even in this classroom. In today's activity, we discuss bullying: What is it? Why does it happen? How does it make students feel? What can students in this class do about it?

FACILITATE THE ACTIVITY

30 minutes

Inform students they will watch a brief news clip about bullying. Play the Teaming Up Against Bullies video clip. Then, engage students in a discussion about the video clip. Questions to ask:

- ▶ After watching this clip, can someone define what it means to be a bully?

Examples: A bully is someone who physically, verbally, or socially abuses a peer — a bully intends to harm their target and does so repeatedly over time.

- ▶ What is the goal of a bully?

Examples: To get an emotional reaction out of the target; to get peers' attention; to make kids laugh.

- ▶ The news anchor identified several targets and described ways in which the targets were impacted by bullying. For the targets depicted in the clip, what were the negative consequences of being bullied?

Examples: One target was so distressed he committed suicide; other targets perform poorly in school; one target retaliated with a shooting rampage; other targets develop low self-esteem.

- ▶ When we hear about bullying in the news, we often hear about bullies and targets, but we don't often hear about bystanders. Who can define "bystander?" Did you notice any in the clip?

Examples: Bystanders are those who witness bullying; at the beginning of the clip, all the kids on the bus — except the bullies and the target — were bystanders.

- ▶ Think back to the Problem-Solving Unit. Based on what you learned in the Animals of Conflict activity, how can targets respond to bullies?

Examples: Ignore the bully or tell a teacher (like the Turtle – the Conflict Avoider); confront the bully (like the Owl – the Solution Finder); retaliate or fight back (like the Shark – the Conflict Controller).

- ▶ How can bystanders respond to bullies?

Examples: Bystanders can support the target; bystanders can confront the bully; bystanders can tell a trusted adult.

- ▶ The video clip and our follow-up discussion suggest that bullying has serious consequences, so it's important that students and teachers work together to stop it before it starts, or to intervene when it occurs. To get us thinking more about bullying and its consequences, we'll divide into small groups and play a game called Battle the Bullies. This game will be a fun way for us to consider effective and ineffective approaches to dealing with bullying and the consequences of each.

Place students in diverse groups of no more than six students and distribute the Battle the Bullies game. Provide an overview of the instructions and circulate in the classroom to provide students with assistance as necessary.

WRAP IT UP

10 minutes

Instruct students to return to their seats and discuss the experience. Questions to ask:

- ▶ Let's discuss the bullying scenarios in Battle of the Bullies. What were some consequences experienced by the bullies?

Examples: A friend got mad; they were told off by the target or another student in front of their peers.

- ▶ What were some of the effective ways that targets responded to bullying? In other words, when did targets get to advance in the game?

Examples: Targets confronted the bully; they provided a comeback; they ignored the bully.

- ▶ What were some of the ineffective ways targets responded to instances of bullying? In other words, when did targets have to go back spaces?

Examples: Targets responded aggressively; targets gave bullies what they wanted — an emotional reaction!

- ▶ What were effective ways bystanders responded to bullying?

Examples: Bystanders supported the target by helping them, saying nice things, or inviting them to hang out with them; they tried to stop the bullying or confront the bully.

- ▶ What were some ineffective ways that bystanders responded to bullying?

Examples: They ignored the bullying; they joined in; they supported the bully by laughing at the target or giving a high-five.

- ▶ What can bystanders do in our classroom to decrease or even eliminate bullying?

How to Print Game Cards

For best results, use the following settings when printing:

- Choose Landscape
- Print on both sides
- Flip on short edge
- Scaling: Actual size

Cut along the dotted lines that appear on one side of each page.

Action Card

Action Card

Action Card

Action Card

Action Card

Action Card



Battle
Card!





Belle the Bystander laughs and eggs Brandon on.

Positive or negative?

Move ___ spaces



T.J. the Target curses at Brandon in front of the group of popular kids and then storms off.

Positive or negative?

Move ___ spaces



Billy the Bystander says to Brandon, "I always see you hanging out in T.J.'s yard but then you tease him in school! That's not cool!"

Positive or negative?

Move ___ spaces



Bridget the Bystander hears Brandon make fun of T.J., but Bridget just walks away.

Positive or negative?

Move ___ spaces



T.J. the Target takes Brandon aside and says, "At home we're best friends, but in school you're too cool for me?!"

Positive or negative?

Move ___ spaces



Brooke the Bystander says to T.J., "You should talk to Brandon after school and tell him to stop."

Positive or negative?

Move ___ spaces



Brandon and T.J., both 5th graders, are neighbors and have been best friends since they can remember. Brandon wants to start hanging out with some of the popular kids in school who sometimes tease T.J. Brandon decides to tease T.J. too in hopes that the popular kids will want to be his friends.



Battle
Card!

Action Card

Action Card

Action Card

Battle the Bullies Game

Instructions

- All players select a playing piece and place their piece in the School House. Place each deck of cards face down in separate piles by color. Place the Battle Card on top of each pile. Roll the die; the player with the highest number (Player 1) goes first. Player 2 is the player sitting to Player 1's left and so on.
- Player 1 draws a Battle card from any deck and reads it out loud. Player 2 then draws an Action card from the same deck and reads it out loud. All team members must decide together whether the action is positive or negative. If the action is positive, Player 2 must roll the die to see how many spaces to go forward. If the response is negative, Player 2 must roll the die to see how many spaces they to go backward. Proceed until all players (including Player 1) draw an Action card from that deck. If the number of players is less than six, not all Action cards will be used.
- Player 2 then picks up a Battle card from a second deck and reads it out loud. Each player takes a turn by drawing an Action card from the same deck, reading it out loud, deciding as a group whether the action was positive or negative, and rolling to see how many spaces they must go forward or backward.
- Proceed through each deck of cards until one player reaches the Playground of Peace and wins the game.

Action Card

Action Card

Action Card



On the way to lunch, Benjamin pushes Tommy into the girls' bathroom and, in earshot of several kids, remarks, "Need to use the girls' room, Tommy?" Benjamin has taunted Tommy a lot recently, perhaps because Tommy hangs out with the girls in the class more often than the boys.



Tommy the Target punches Benjamin in the stomach and runs away.

Positive or negative?

Move ___ spaces



Brayden the Bystander tells Tommy he's sorry Benjamin did that and asks Tommy to sit with him at lunch.

Positive or negative?

Move ___ spaces



Bonnie the Bystander laughs and gives Benjamin a high-five.

Positive or negative?

Move ___ spaces



Bella the Bystander tells Benjamin to "Knock it off."

Positive or negative?

Move ___ spaces



Blake the Bystander laughs and insults Tommy too.

Positive or negative?

Move ___ spaces

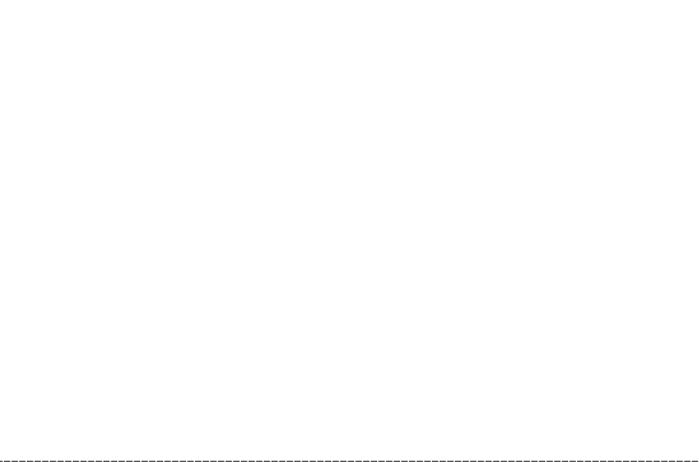
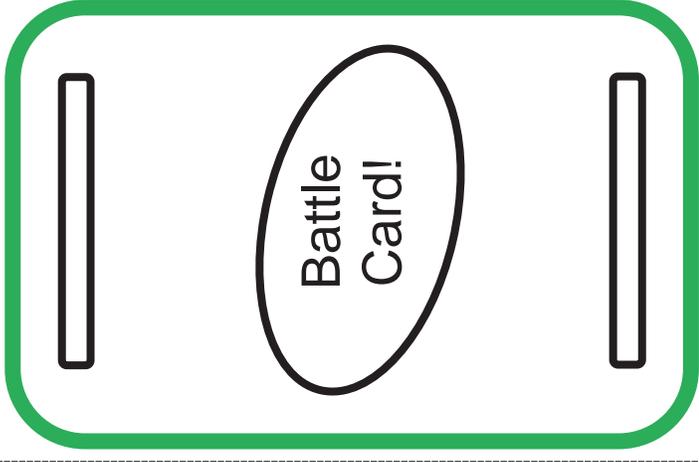


Tommy the Target decides to tell his teacher what happened after school that day.

Positive or negative?

Move ___ spaces







Taylor the Target grabs a handful of food and shoves it into Bryce's face.

Positive or negative?

Move ___ spaces



Bianca the Bystander helps Taylor up and begins cleaning up the spilled food.

Positive or negative?

Move ___ spaces



Beth the Bystander laughs loudly at Taylor.

Positive or negative?

Move ___ spaces



Brendan the Bystander says to Bryce, "Dude! That was a really mean thing to do! Taylor could've gotten hurt."

Positive or negative?

Move ___ spaces



Blaise the Bystander says, "Have a nice trip? See you next fall!"

Positive or negative?

Move ___ spaces



Taylor the Target decides to tell the lunch aide and goes to sit with her other friends.

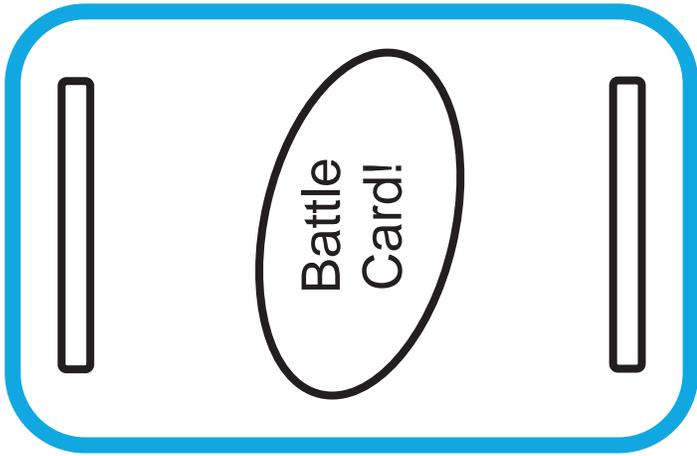
Positive or negative?

Move ___ spaces



Ms. Campbell's 5th grade class is eating lunch. Taylor asks a group of students if she can sit at their table, and they tell her "sure." As Taylor sits down, Bryce, a student who always seems to pick on Taylor, pulls Taylor's chair out from under her. Taylor falls down and spills her tray of food.







Betsy the Bystander follows in Beatrice's footsteps and makes fun of Tamara, too.

Positive or negative?

Move ___ spaces



Brittany the Bystander laughs and encourages Beatrice to continue cracking jokes at Tamara's expense.

Positive or negative?

Move ___ spaces



Bobby the Bystander hears Beatrice making jokes about Tamara and reports her behavior to the teacher.

Positive or negative?

Move ___ spaces



Tamara the Target responds by making fun of Beatrice to other classmates.

Positive or negative?

Move ___ spaces



Tamara the Target says, "Stop it, Beatrice. No one, including me, finds your jokes the least bit funny."

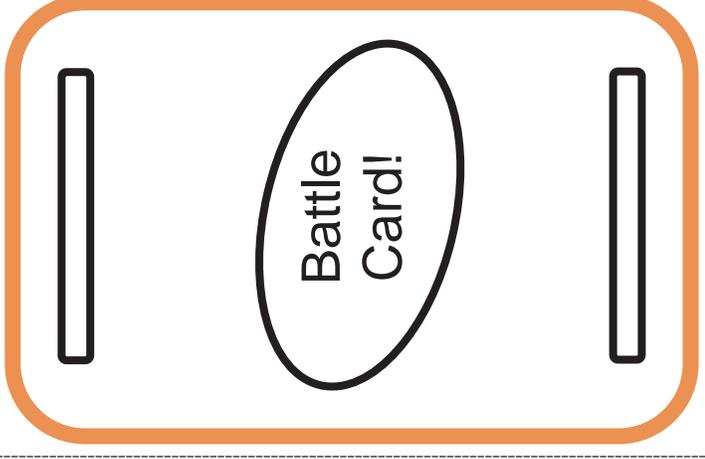
Positive or negative?

Move ___ spaces



Recently, Beatrice has made a habit of cracking racial jokes about Tamara, who is the only student of color in their 5th grade class.







Trevor the Target punches Becky in the arm and grabs his hat back.

Positive or negative?

Move ___ spaces



Barry the Bystander says to Becky, "Give it a rest. This is getting old fast."

Positive or negative?

Move ___ spaces



Brandy the Bystander helps Becky keep the hat away from Trevor.

Positive or negative?

Move ___ spaces



Trevor the Target continues playing tetherball — he knows that Becky will eventually give back his hat.

Positive or negative?

Move ___ spaces



Beverly the Bystander helps Becky hide Trevor's hat so that he spends the entire recess looking for it.

Positive or negative?

Move ___ spaces



Betty the Bystander gets Trevor's hat back so that he can stay in line, and she tells Becky to leave Trevor alone.

Positive or negative?

Move ___ spaces



It seems that nearly every day at recess while waiting in line to play tetherball, Becky steals Trevor's hat. Trevor gets annoyed because he has to get out of line to get his hat back and hardly gets any time to play tetherball.



Battle Card!

Action Card

Action Card

Action Card

Action Card

Action Card

Action Card



Tara the Target chases after Brianna, grabs her cell phone, and throws it on the ground so that it breaks.

Positive or negative?

Move ___ spaces



Bryn the Bystander laughs and sings, "Tara and Christopher, sitting in a tree! K-I-S-S-I-N-G!"

Positive or negative?

Move ___ spaces



Brad the Bystander runs and tells Christopher that Tara has a crush on him.

Positive or negative?

Move ___ spaces



Some 5th graders are at recess waiting in line for four square when Brianna grabs Tara's cell phone and texts Christopher, a student in their class, with the message: "I think you're cute!!" Brianna sends the message, throws the phone back to Tara, and runs off. This isn't the first time Brianna's picked on Tara.



Bob the Bystander says, "Don't worry, Tara. I'll let Christopher know what really happened."

Positive or negative?

Move ___ spaces



Bailey the Bystander approaches Brianna and encourages her to tell Christopher the truth — that she texted the message, not Tara.

Positive or negative?

Move ___ spaces



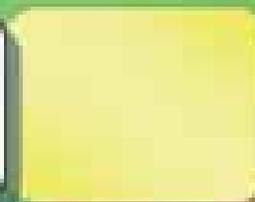
After recess, **Tara the Target** says to Brianna, "That was not okay. What did I do to deserve that?"

Positive or negative?

Move ___ spaces



Battle the Bullies



Battle Card	Action Card	Positive or Negative?
<p>(Yellow Cards) Brandon and T.J., both 5th graders, are neighbors and have been best friends since they can remember. Brandon wants to start hanging out with some of the popular students in school who sometimes tease T.J. Brandon decides to tease T.J. too in hopes that the popular students will want to be his friends.</p>	<p>Belle the Bystander laughs and eggs Brandon on.</p>	<i>Negative</i>
	<p>T.J. the Target curses at Brandon in front of the popular students and storms off.</p>	<i>Negative</i>
	<p>Billy the Bystander says to Brandon, "I always see you hanging out in T.J.'s yard, but then you tease him in school! That's not cool!"</p>	<i>Positive</i>
	<p>Bridget the Bystander hears Brandon make fun of T.J., but she just walks away.</p>	<i>Negative</i>
	<p>T.J. the Target takes Brandon aside and says, "At home we're best friends, but in school you're too cool for me?!"</p>	<i>Positive</i>
	<p>Brooke the Bystander says to T.J., "You should talk to Brandon after school and tell him to stop."</p>	<i>Positive</i>
Battle Card	Action Card	Positive or Negative?
<p>(Dark Blue Cards) On the way to lunch, Benjamin pushes Tommy into the girls' bathroom, and in earshot of several students, remarks, "Need to use the girls' room, Tommy?" Benjamin has taunted Tommy a lot recently, maybe because Tommy hangs out with the girls in the class more often than the boys.</p>	<p>Blake the Bystander laughs and insults Tommy, too.</p>	<i>Negative</i>
	<p>Bonnie the Bystander laughs and gives Benjamin a high-five.</p>	<i>Negative</i>
	<p>Tommy the Target punches Benjamin in the stomach and runs away.</p>	<i>Negative</i>
	<p>Tommy the Target decides to tell his teacher what happened after school that day.</p>	<i>Positive</i>
	<p>Bella the Bystander tells Benjamin to "Knock it off."</p>	<i>Positive</i>
	<p>Brayden the Bystander tells Tommy he's sorry that Benjamin did that and asks Tommy to sit with him at lunch.</p>	<i>Positive</i>

Battle Card	Action Card	Positive or Negative?
<p>(Green Cards) Ms. Campbell's 5th grade class is eating lunch. Taylor asks a group of students if she can sit at their table, and they tell her "sure." As Taylor sits down, Bryce, a student who always seems to pick on Taylor, pulls Taylor's chair out from under her. Taylor falls down and spills her tray of food.</p>	<p>Taylor the Target grabs a handful of food and shoves it in Bryce's face.</p>	<i>Negative</i>
	<p>Beth the Bystander laughs loudly at Taylor.</p>	<i>Negative</i>
	<p>Blaise the Bystander says, "Have a nice trip? See you next fall!"</p>	<i>Negative</i>
	<p>Blanca the Bystander helps Taylor up and begins cleaning up the spilled food.</p>	<i>Positive</i>
	<p>Brendan the Bystander says to Bryce, "Dude! That was a really mean thing to do! Taylor could've gotten hurt."</p>	<i>Positive</i>
	<p>Taylor the Target decides to tell the lunch aide and goes to sit with her other friends.</p>	<i>Positive</i>
Battle Card	Action Card	Positive or Negative?
<p>(Light Blue Cards) Recently, Beatrice has made a habit of cracking racial jokes about Tamara, who is the only student of color in their 5th grade class.</p>	<p>Betsy the Bystander follows in Beatrice's footsteps and makes fun of Tamara, too.</p>	<i>Negative</i>
	<p>Brittany the Bystander laughs and encourages Beatrice to continue cracking jokes at Tamara's expense.</p>	<i>Negative</i>
	<p>Tamara the Target responds by making fun of Beatrice to other classmates.</p>	<i>Negative</i>
	<p>Bobby the Bystander hears Beatrice making jokes about Tamara and reports her behavior to the teacher.</p>	<i>Positive</i>
	<p>Brett the Bystander hears Beatrice crack a joke and says, "That's not funny, Beatrice. You need to cut it out."</p>	<i>Positive</i>
	<p>Tamara the Target says, "Stop it, Beatrice. No one, including me, finds your jokes the least bit funny."</p>	<i>Positive</i>

Battle Card	Action Card	Positive or Negative?
<p>(Orange Cards) It seems that nearly every day at recess while waiting in line to play tetherball, Becky steals Trevor’s hat. Trevor starts to get annoyed because he has to get out of line to get his hat back and hardly gets any time to play tetherball.</p>	<p>Trevor the Target punches Becky in the arm and grabs his hat back.</p>	<i>Negative</i>
	<p>Brandy the Bystander helps Becky keep the hat away from Trevor.</p>	<i>Negative</i>
	<p>Beverly the Bystander helps Becky hide Trevor’s hat so that he spends the entire recess looking for it.</p>	<i>Negative</i>
	<p>Barry the Bystander says to Becky, “Give it a rest. This is getting old fast.”</p>	<i>Positive</i>
	<p>Trevor the Target continues playing tetherball – he knows that Becky will eventually give back his hat.</p>	<i>Positive</i>
	<p>Betty the Bystander gets Trevor’s hat back so that he can stay in line, and she tells Becky to leave Trevor alone.</p>	<i>Positive</i>
Battle Card	Action Card	Positive or Negative?
<p>(Purple Cards) Some 5th graders are at recess waiting in line for four square when Brianna grabs Tara’s cell phone and texts Christopher, a student in their class, with the message: “I think you’re cute!!” Brianna sends the message, throws the phone back to Tara, and runs off. This isn’t the first time Brianna’s picked on Tara.</p>	<p>Tara the Target chases after Brianna, grabs Brianna’s cell phone, and throws it on the ground so that it breaks.</p>	<i>Negative</i>
	<p>Bryn the Bystander laughs and sings, “Tara and Christopher, sitting in a tree! K-I-S-S-I-N-G!”</p>	<i>Negative</i>
	<p>Brad the Bystander runs and tells Christopher that Tara has a crush on him.</p>	<i>Negative</i>
	<p>Bob the Bystander says, “Don’t worry, Tara. I’ll let Christopher know what really happened.”</p>	<i>Positive</i>
	<p>Bailey the Bystander approaches Brianna and encourages her to tell Christopher the truth – that she texted the message, not Tara.</p>	<i>Positive</i>
	<p>After recess, Tara the Target says to Brianna, “That was not okay. What did I do to deserve that?”</p>	<i>Positive</i>

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