

# **Sanford Harmony**

## **4<sup>th</sup> Grade Lessons**







# Diversity and Inclusion

Unit 1





This unit contains all resources needed for teaching *Grade 4*, Unit 1: Diversity and Inclusion. Resources include Activities, Games, and Supplemental Materials.

Unit 1: Diversity and Inclusion is composed of four 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 get to know one another by sharing items of importance with their classmates.

### Activity 1.2

**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.

## 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

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?").

# Who We Are

## Day 1

1.1

Grade 4

### ALTERNATIVES

- ▶ Divide the class into groups and instruct students to share their items with group members. Students may switch groups later in the day or on a different day.
- ▶ Instruct students to share their items with their buddies. Then, direct the class to sit in a circle, and have each student share their partner's items and their significance with the class.
- ▶ If it is not feasible for students to bring items to school, instruct them to: (a) draw their items, (b) cut out relevant pictures from a magazine, or (c) complete the *Who We Are* Worksheet and share their responses with the class.

### NOTES

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## SET THE STAGE

2 minutes

Remind students of the *Who We Are* activity:

- ▶ Remember how we shared items with each other as a way of getting to know one another better? Today we're going to make a collage that contains photos of all the items we shared. When we're finished making the collage, we'll hang it in our classroom as a reminder of what we have learned about one another.

## FACILITATE THE ACTIVITY

15 minutes

Instruct students to work cooperatively to create the collage. Assign students specific tasks, such as gathering supplies (e.g., poster board, glue, scissors, and photos), trimming the photos, arranging and gluing the photos on the poster board, and hanging it in the classroom.

## WRAP IT UP

3 minutes

Discuss the experience with your students. Ask:

- ▶ What do you think of our classroom collage?
- ▶ Why do you think it is important to put all of our photos together in one collage? What does this say about our classroom?
- ▶ Why would we refer to this collage throughout the school year?

## NOTES

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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 used for engaging in positive peer interactions and provide opportunities to rehearse these skills. Through their participation in dyadic and small group activities, students learn what it means to be a good friend, how to support peers and the negative consequences of bullying.

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 this foundational activity and the relationships it will help build throughout the school year!

Sincerely,





# Who We Are Worksheet

1.1

Grade 4

**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 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 bet we can find some things that people had 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 participated in the Sanford Harmony Program last year, 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?").

## 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?
- ▶ How much did you have in common with your partner?
- ▶ Was anyone surprised that you had certain things in common with your partner?
- ▶ Was it easy or difficult to remember your non-matches?

**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.

- ▶ Why do we sometimes assume that we don't have things in common with each other?

Facilitate further discussion by raising the following issues:

- ▶ Sometimes when people are different from us in one particular way, we assume that we don't have anything in common with them. For example, if someone is much older than you, like a grandparent, you may think that you are different from this person in every way. Is it accurate to assume this? Why not?
- ▶ Is it accurate to assume that there are always differences between groups of people, such as boys and girls? Why not?
- ▶ Is it accurate to assume that there are always differences between groups of people, such as boys and girls? Why not?

### EVERYDAY MOMENTS

- ▶ When students are assigned new buddies, provide time for them to play Commonalities together.
- ▶ When students are working or playing together, point out things that they have in common with each other (e.g., "Karen and Chad, both of you chose to write about your soccer teams in your writing assignment. Did you know that both of you played on a soccer team?").

### NOTES

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## 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

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## 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

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Commonalities  
Card 6

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Commonalities  
Card 7

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Commonalities  
Card 8

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Commonalities  
Card 9

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Commonalities  
Card 10

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Commonalities  
Card 11

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Commonalities  
Card 12

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**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

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Commonalities  
Card 14

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Commonalities  
Card 15

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Commonalities  
Card 16

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Card 17

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Commonalities  
Card 18

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Commonalities  
Card 19

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Commonalities  
Card 20

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**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 third 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 Worksheet 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.

### WRAP IT UP

10 minutes

Discuss the experience with your students. Ask:

- ▶ How did you decide on what you wanted to teach each other?
- ▶ Was it difficult to explain how to do your specific skill?
- ▶ What did you learn from getting to know each other? Do you think it's important to look for commonalities, differences, or both? Why?
- ▶ Do you think it's important for your friends to have commonalities, differences, or both? Why?

Remind students to bring their items to school so they can teach the skills to their partner.

### NOTES

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### EVERYDAY MOMENTS

- ▶ Provide ongoing opportunities for students to learn from each other.
- ▶ When students are working or playing together, enthusiastically point out how they are learning new ideas or skills from each other.
- ▶ If you notice students making groups or distinctions based on differences, remind them of this activity and emphasize how it is important (and fun) to interact with others who have both similarities and differences from us.

### SET THE STAGE

2 minutes

Explain the purpose of the activity:

- ▶ Today you have the opportunity to teach your partner the skills you discussed the other day. Take out your written instructions to get started on your task. Each person is going to get a chance to learn and practice the new skill. I want you to focus on one activity at a time. You can revise your written instructions if you feel they were not detailed enough or if you need to correct a step. You may also verbally assist each other with the task if necessary.

### FACILITATE THE ACTIVITY

20 minutes

Have students meet with their partners to practice the tasks. Circulate in the classroom and provide assistance as necessary.

### WRAP IT UP

8 minutes

Discuss the experience with your students. Ask:

- ▶ Were you able to figure out how to do the task based on your partner's instructions?
- ▶ Did any of you need to make revisions to your instructions so they were clearer?
- ▶ Did anything surprise you?
- ▶ Were you able to learn something new?
- ▶ Would you want to try it again?
- ▶ Would you be able to teach someone else the task you learned (e.g., pass on the knowledge)?
- ▶ What did you learn about similarities and differences based on this activity?

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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 they 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 are 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. 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)<br>Make a paper airplane | <ul style="list-style-type: none"> <li>▶ Use paper without holes</li> <li>▶ Place a paperclip to the back end to weigh it down when done folding</li> </ul> | <ul style="list-style-type: none"> <li>▶ Blank white paper</li> <li>▶ Paper clip</li> </ul> |
| 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

# Guidelines and Instructions Worksheet

1.3

Grade 4

**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 about 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.

Discuss commonalities associated with your classroom group:

- ▶ Because we are 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.*



- ▶ I'm going to assign you to groups and provide you with a list of names and mottos. The task in your group is to discuss and choose one. You will then designate a spokesperson to present it to the class and explain why your group chose that particular name and motto. If your group doesn't like any of the examples on the sheet, you are welcome to come up with your own name and motto! After each group has presented their ideas, you will vote on a final class name and motto from each group's suggestions.

Distribute the Names and Mottos Handout and allow 5-10 minutes to discuss choices. Then, invite students to share their results and explain why they think their ideas represent their classroom. Write them on the chalkboard. After the groups have presented their ideas, have students vote anonymously for the class name and motto.

**OPTIONAL:** Have students create posters depicting their class name and/or motto.

## WRAP IT UP

5 minutes

Discuss the experience with your students. Ask:

- ▶ Why is it important for us to create our own name and motto? What does this say about us and our classroom?
- ▶ Why is it important for everyone to be involved in making these decisions?
- ▶ How will this affect the way we interact and treat one another this year? Will this help us remember to watch out for and help one another? Is it ok to exclude another "Insert Class Name" from a game or activity? Why not?

### EVERYDAY MOMENTS

- ▶ To facilitate and encourage the use of your classroom's common identity, use the class name and motto in everyday activities.
- ▶ Substitute "boys and girls" or "class" with the class name (e.g., "Ok, *Rockets*, let's get ready for lunch;" "Good work today, *Rockets!*").
- ▶ Use the class motto to encourage your students (e.g., "Remember the motto, '*Shoot for the moon!*'" and "Keep trying until you get there!").
- ▶ Display the class name and motto in the classroom and refer to it throughout the year.

### NOTES

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### 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
- Geckos
- 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



This unit contains all resources needed for teaching Grade 4, Unit 2: Critical Thinking. Resources include Activities, Games, and Supplemental Materials.

Unit 2: Critical Thinking is composed of four activities:

## Activity 2.1

Pop That Thought Bubble! 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

Learning from Empathy — Students play the Empathy Game to practice recognizing each one another's feelings and perspectives and responding in understanding ways.

## Activity 2.3

Caterpillar Thoughts — Students participate in exercises to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).

## Activity 2.4

Stereotype Detectives — Students participate in exercises to identify stereotypes, observe stereotyped messages in the environment, and practice thinking in nonstereotyped ways.



## ACTIVITY SNAPSHOTS

### Activity 2.1

**Pop That Thought Bubble!** 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

**Learning from Empathy** — Students play the Empathy Game to practice recognizing each one another's feelings and perspectives and responding in understanding ways.

### Activity 2.3

**Caterpillar Thoughts** — Students participate in exercises to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).

### Activity 2.4

**Stereotype Detectives** — Students participate in exercises to identify stereotypes, observe stereotyped messages in the environment, and practice thinking in nonstereotyped ways.

## 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.

## 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

35-40 Minutes

## MATERIALS

Unit 2 Home–School Connection Letter

Pop That Thought Bubble Worksheet

Blank Thought Connection Board (optional)

## PREPARATIONS

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

Photocopy/print the Pop That Thought Bubble Worksheet (one per group)

Hang a blank Thought Connection Board on the wall (optional)

## 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
- ▶ 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 recognizing feelings and emotions in themselves and others. Let them know that they are going to review these ideas and play a game in which they will practice learning how their thoughts influence their 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.

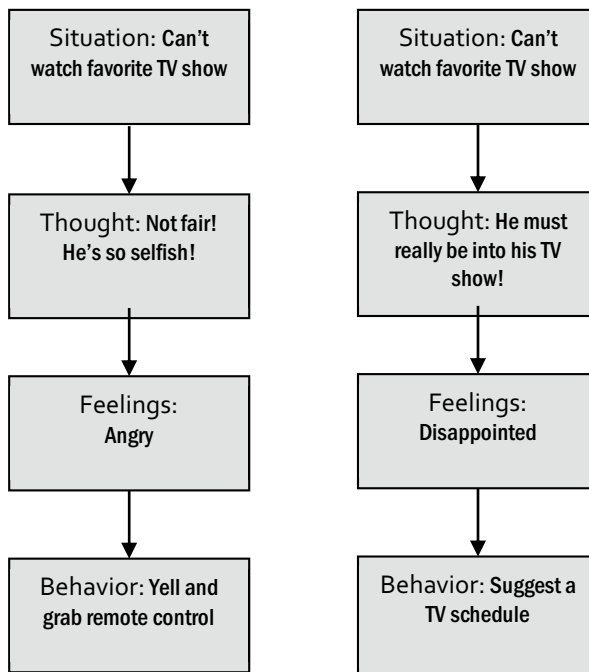
- ▶ For example, the thought bubbles I had when I walked into our classroom today were, "I hope I remembered to turn off the lights in my house" and "I hope everyone remembers to hand in their homework today!" Who can tell me some thought bubbles you had when you walked into our classroom this morning?

- ▶ 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're not always aware of what we're telling ourselves! Let's take a test to see how much we are aware of and remember our thoughts. I want everyone to take out a piece of paper and try to write down every thought you've had so far today at school. I will 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 remember *all* of their thoughts? Why do you think we can't remember every thought we have?
- ▶ As we can see, our thoughts have a mind of their own! We often have so many thoughts racing through our heads that we can't keep up with them! But, if we pay more attention, we can slow them down and have more control over what we're thinking. This is important because how we think often influences how we feel and behave. Let's see how this could happen.

Invite two students to the front of the room; hand each an index card. Tell them to pretend they are in the following situation: Your brother won't change the channel so you watch your favorite TV show (or choose a different situation you feel is more relevant to your students). Ask each student to write down what they would say to themselves if this happened to them (i.e., their thoughts). Take turns having each share their thoughts, and then have the class help them determine how the thought would influence how they feel and what they would do in this situation. Emphasize that both students are in the same situation, but their thoughts could lead them to have different feelings and behaviors. Draw the following diagram on the board to help them recognize the connection among their thoughts, feelings, and actions and to illustrate how different thoughts lead to different feelings and actions.



- ▶ As you see, what we tell ourselves can lead us to certain feelings and actions. If we want to behave in more positive ways, it's important to practice thinking that way. Let's start practicing now!

## FACILITATE THE ACTIVITY

15–20 minutes

Place students in diverse groups of about four students. Distribute a **Pop That Thought Bubble Worksheet** to each.

- ▶ Each group has a Pop That Thought Bubble Worksheet. The worksheet includes four side-by-side Thought Connection Boards. Thought Connection Boards illustrate the connections among our thoughts, feelings, and actions. On your worksheet, there are four situations. The Connection Board on the left side of each situation is completed for you and shows how thinking in negative ways leads us to being disrespectful and unkind to ourselves or others. In these exercises, our job is to “pop that negative thought bubble” and replace it with a positive thought. The feelings and actions are filled in on the Thought Connection Boards on the right side of your worksheet. As a group, come up with a positive thought that leads to those feelings and positive actions.

You may want to complete the first situation as a class if you feel that students need additional guidance on how to complete the worksheet.

When finished completing the worksheet, ask groups to share their responses with the class. As students share, prompt them to consider how different thoughts led to different feelings and actions.

### WRAP IT UP

5 minutes

At the end of the activity, discuss the experience with your students. Questions to ask could include:

- ▶ What did you learn about your thoughts?
- ▶ Does everyone think the same thing when they are faced with the same situation?
- ▶ Is there such a thing as a 'right' thought in these situations?
- ▶ How could our thoughts prevent us from getting to know someone or help us give someone a chance?
- ▶ Once you are aware of your thoughts, do you think it's possible to change them so that you behave differently in some situations?

### EVERYDAY MOMENTS

- ▶ Hang a blank Thought Connection Board on the classroom wall. Use the board whenever you want to illustrate how students' thoughts influence their feelings and actions and when you want to help them 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. For example, ask them to consider "Popping their Thought Bubble" when you notice they are thinking in unhealthy ways, and then help them replace the bubble with a more positive thought.
- ▶ 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

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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, recognizing other people’s feelings and perspectives, and developing empathy. Students also engage in exercises to help them recognize change in themselves and others and to promote flexible and nonstereotyped thinking.

In our first activity (*Pop That Thought Bubble*), students learn the connection among their thoughts, feelings, and actions and practice thinking in positive and inclusive ways. 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 a more prosocial manner. In the second activity (*Learning about Empathy*), students play the Empathy Game to practice recognizing each other’s feelings and perspectives and responding in understanding ways. In the third activity (*Caterpillar Thoughts*), students learn that personalities and abilities can change and improve (i.e., a Caterpillar Mindset). Recognizing change encourages children to persist when faced with academic and social challenges. In our fourth activity (*Stereotype Detectives*), students participate in exercises to identify stereotypes, to observe stereotyped messages in the environment, and to practice thinking in nonstereotyped ways. Over the next couple months, I hope 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

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1. On the next page is a Thought Connection Board. Ask your child to teach you how to recognize the connection among your thoughts, feelings, and behaviors. Use the board whenever you want to help your child think, feel, and act more positively in situations.
2. Encourage your child to develop empathy by prompting them to recognize other people’s feelings and perspectives.
3. To encourage your child to focus on change, recognize his/her process on tasks (“*You worked really hard on those math problems!*”) instead of his/her fixed characteristics (“*You’re really good at math!*”). When we focus on children’s efforts, strategies, and persistence, we promote resilience and encourage them to persist when faced with challenges.
4. Encourage your child to be a critical thinker by discussing with him/her how stereotypes influence thinking and decisions. Ask your child to share with you the strategies that his/her class developed to think for themselves and not let stereotypes tell them how to think. Point out stereotypes in your environment (on television, in toy stores, in magazines) to increase your child’s awareness of stereotyped messages and their influence.

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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,

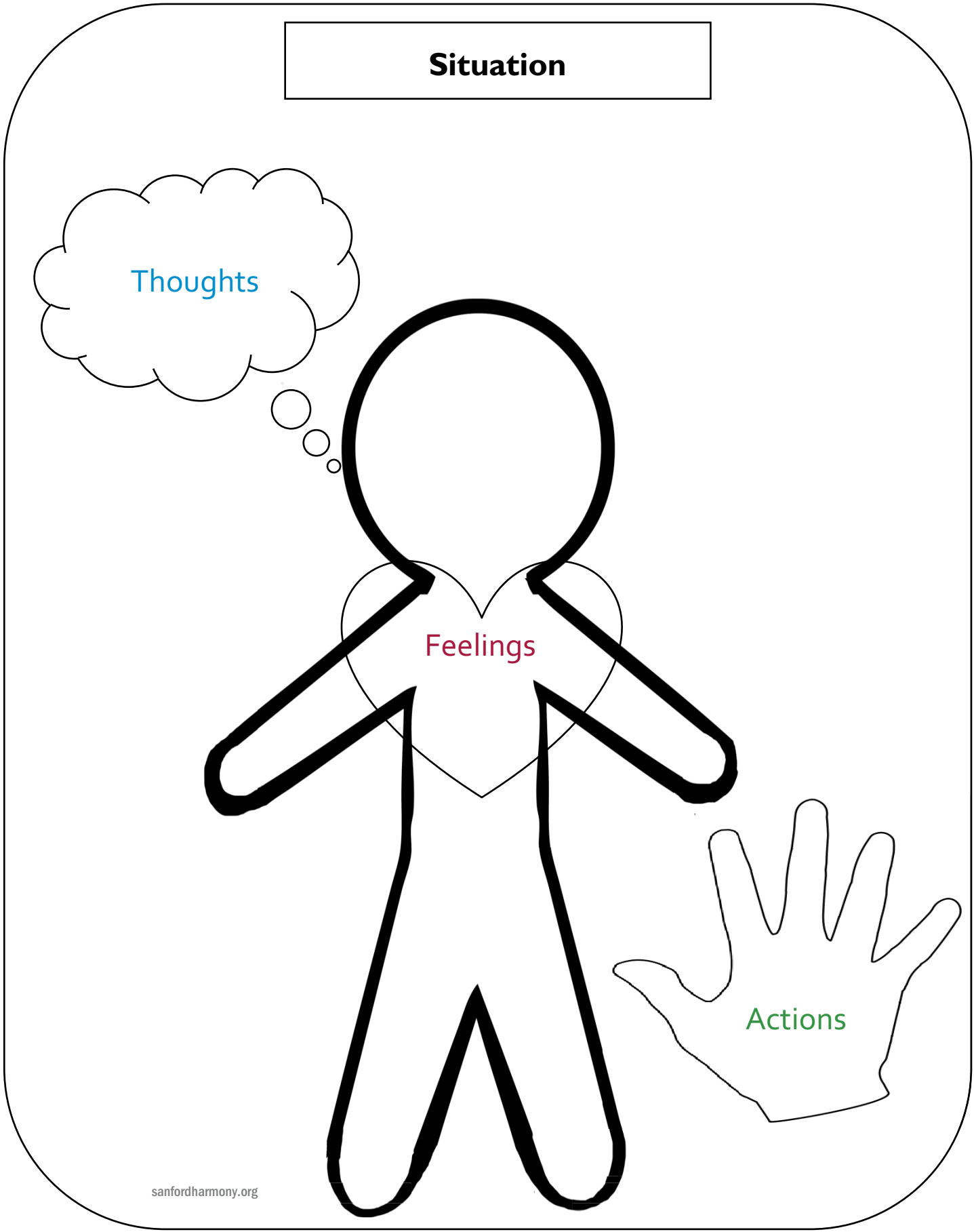


Situation

Thoughts







Feelings

Actions









INSTRUCTIONS: Fill in the blanks with positive thoughts that relate to the following feelings and actions.

Situation 1: On Monday, you wore one of your favorite new shirts to school and all of your classmates told you how much they liked it! On Thursday morning, you walk into your classroom and Morgan, who is one of your classmates, is wearing the same shirt.

|          |  |  |          |   |  |
|----------|--|--|----------|---|--|
| Thoughts |   | Morgan is such a copycat!  | Thoughts |   | _____  |
| Feelings |   | Annoyed  | Feelings |   | Amused (smiling)   |
| Actions  |  | You sarcastically say to Morgan, "Are you going to go out and buy the same shoes that I have, too?" Everyone who overhears your comment starts laughing. | Actions  |  | You smile and say to Morgan, "I have that shirt too. We must have the same taste! It would be funny if we wore it on the same day, huh?" |

Situation 2: At lunch you overhear Beth tell the new student, Dan, that he can't sit at her table because it's the girls' table.


|          |   |  |          |  |  |
|----------|---|--|----------|--|--|
| Thoughts |  | Why would Dan want to sit with a bunch of girls? | Thoughts |  | _____  |
| Feelings |  | Dislike  | Feelings |  | Sympathetic  |
| Actions  |  | You laugh and whisper to your friends about Dan. | Actions  |  | You tell Dan that there is no such thing as a girls' or boys' table and invite him to sit with you and your friends. |


Situation 3: You are trying to get started on a paper, but can't seem to think of any good ideas.


Thoughts  I am such a bad writer!

Feelings  Sad and frustrated


Actions  You give up and go watch TV.


Thoughts  \_\_\_\_\_  
\_\_\_\_\_


Feelings  Hopeful


Actions  You take a 15-minute break and then start jotting down ideas on a piece of paper.


Situation 4: Your teacher created new reading groups and put you with classmates you don't know that well.


Thoughts  I wanted to be in a group with my friends! This is going to be so boring!

Feelings  Miserable

Actions  You hardly talk to your new group and spend the class period doodling on a piece of paper.

Thoughts  \_\_\_\_\_  
\_\_\_\_\_

Feelings  Curious

Actions  You smile at your new group members and tell them you think it will be fun to work together.



# Thought Connection Board

Situation

Thoughts

Feelings

Actions



## TIME

35–40 Minutes

## MATERIALS

Feelings Chart Reference Guide (optional)

Illusion Pictures

Empathy Game Cards

## PREPARATIONS

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

Photocopy/print the Illusion Pictures

Prepare the Empathy Game Cards (one set of cards per group)

## 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 peoples' feelings and perspectives allows us to understand them and provide support

## SET THE STAGE

10 minutes

Remind students of their experiences completing the Pop That Thought Bubble 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 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 in previous years, ask if they remember learning about empathy. Let them know they'll review these ideas and play a different game to practice empathy skills.

- ▶ Think of a time when you felt empathy for someone. What are some examples?

- ▶ We often feel empathy for others. Empathy involves two skills: Identifying how someone feels and understanding someone's point of view or what they think. When we're able to do these two things, we can respond to that person in an understanding way.

- ▶ 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.

- ▶ Let's think about the second empathy skill: Understanding someone's perspective. Remember when we talked about our thought bubbles? Did everyone think the same thoughts when faced with the same situation? No — everyone had a different viewpoint that led them to feel and behave in ways that are unique to them. Let's see how that can happen even when we think we're looking at the same thing!
- ▶ I'm going to show you three pictures. Look at each and write down what you see without saying a word or looking at anyone else.

Show each of the three Illusion Pictures one at a time for about 1–2 seconds each. When you are finished, ask the students to report what they saw in each of the pictures: (1) young woman or old woman; (2) duck or rabbit; (3) two faces or a vase.

Discuss the experience, highlighting how people have different perspectives even when viewing the same object or experiencing the same situation. Point out that when we see another person's perspective (e.g., *"Now I can see the rabbit!"*), we take the time to listen and talk in respectful ways. Questions to ask:

- ▶ How is it possible to see different things when viewing the same picture? Does this also happen in social situations? What are some situations at school where you could have a different point of view than someone else?
- ▶ What would it be like if we had the same perspective? Boring? Exciting?
- ▶ Did we teach one another to see the picture from a different viewpoint? How could we use these same skills in social situations?

## FACILITATE THE ACTIVITY

20–25 minutes

- ▶ Now that we know the two empathy skills — recognizing how someone feels and understanding someone's point of view — let's play the Empathy Game to practice these skills!

Place students in diverse groups of four. Distribute a set of Empathy Game Cards to each group. Instruct students to place the feeling cards face down on the table and play the game in three rounds (approximately 5 minutes each).

**Round 1:** Instruct students to take turns picking up a feeling card and acting it until the other players guess which feeling they are displaying. Encourage them to use their knowledge of Feeling Clues (e.g., facial expressions; body language) to act out and guess the feelings. Following this round, ask students to briefly describe their experience. Questions to ask:

- ▶ Were certain feelings easier to act out than others?
- ▶ What Feeling Clues did you use to act out the feelings?

**Round 2:** Instruct students to take turns picking up a feeling card (e.g., excited) and describing a situation in which they experienced that feeling (e.g., *"When my family went on vacation to the beach"*) until the other players guess their feeling card. Once they guess the correct feeling, encourage them to provide more information about their perspective and feelings they provided (e.g., *"I think building sandcastles and swimming in the ocean are fun!"*). Following this round, ask students to briefly describe their experience. Questions to ask:

- ▶ Did some of your classmates share situations that surprised you? What were they?
- ▶ Were your feelings and perspectives similar or different than your group members?
- ▶ What clues did you use to figure out what feeling card your group member was holding?
- ▶ Do you think it's easier or 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 in a situation?

Help students think respond to one another in understanding ways:

- ▶ We practiced identifying other people's feelings and recognizing their perspectives. These two skills 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 her/his best friend is moving away. (Volunteer's name), act out how you would feel in this situation. What feelings is she/he displaying to us?

*Examples: Sad; disappointed.*

- ▶ Now that we know how (volunteer's name) is feeling, what could she/he be thinking?

*Examples: (Volunteer's name) wishes her/his best friend wasn't going to move, (volunteer's name) is going to miss the friend.*

- ▶ Ok, let's think about this. (Volunteer's name) is feeling sad and disappointed and wishes the friend wasn't moving away. What can we say to show that we understand how (volunteer's name) is feeling?

*Examples: It seems you're disappointed that your friend is moving away; you're going to miss having your friend live close by; it's hard when friends move away and we don't get to see them as often.*

- ▶ (Volunteer's name), would these comments help you feel supported and understood? Is there anything we could have said that would've made you feel understood?
- ▶ It's important that we ask for their feedback because everyone is different. Some comments may seem supportive to one person but not supportive to another. As we get to know people, we'll have a better understanding of how to respond. Let's practice!

**Round 3:** As in Round 2, instruct students to take turns picking up a feeling card (e.g., excited) and describing a situation they've experienced (e.g., "When my family went on vacation to the beach"). Once the others identify the feeling card, instruct them to discuss and practice how to respond in an understanding way (e.g., "You seem really excited for your vacation to the beach!"). Following this round, ask them to briefly describe their experience. Questions you ask may include:

- ▶ What was it like responding in understanding ways?
- ▶ How did you feel when your classmates showed they understood how you were feeling?

## WRAP IT UP

5 minutes

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

- ▶ We talked about the two skills of empathy today. Who remembers these two skills?

- ▶ Why do you think it's important to practice these skills with your classmates?
- ▶ Do you think it's difficult to show empathy for others who are different from you? Why or why not?
- ▶ How can we remember to use these skills?
- ▶ What can we do if someone doesn't respond in an understanding way toward someone in this class?

## NOTES

### EVERYDAY MOMENTS

- ▶ Hang the feeling cards or Feelings Chart Reference Guide on the bulletin board and refer to them to help students use their skills in daily social situations.
- ▶ Encourage students to pay attention to how their actions elicit feelings in others. For example, if a student engaged in a prosocial action (e.g., shared an item; helped someone) or negative behavior (e.g., pushed someone; ignored someone), ask the student to notice of how their action made the recipient feel by using their empathy skills.
- ▶ In various situations, refer back to the exercises in this activity to remind students that their feelings and perspectives may be different from their peers.
- ▶ Encourage students to use the empathy skills they learned to respond to one another in understanding ways (e.g., "How do you think Mia is feeling? What can you say to her to show her you understand her feelings?").

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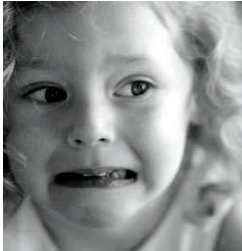
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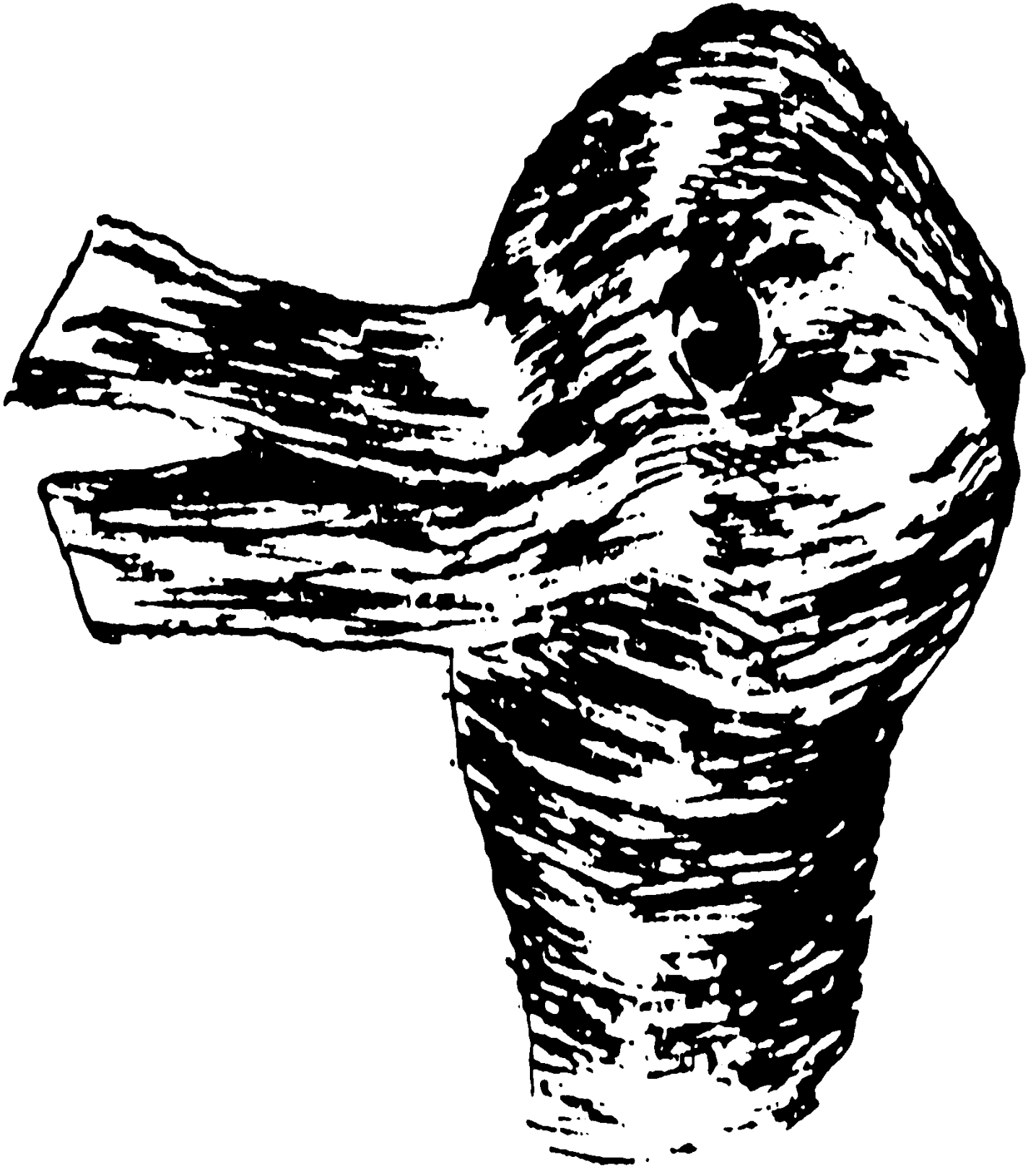


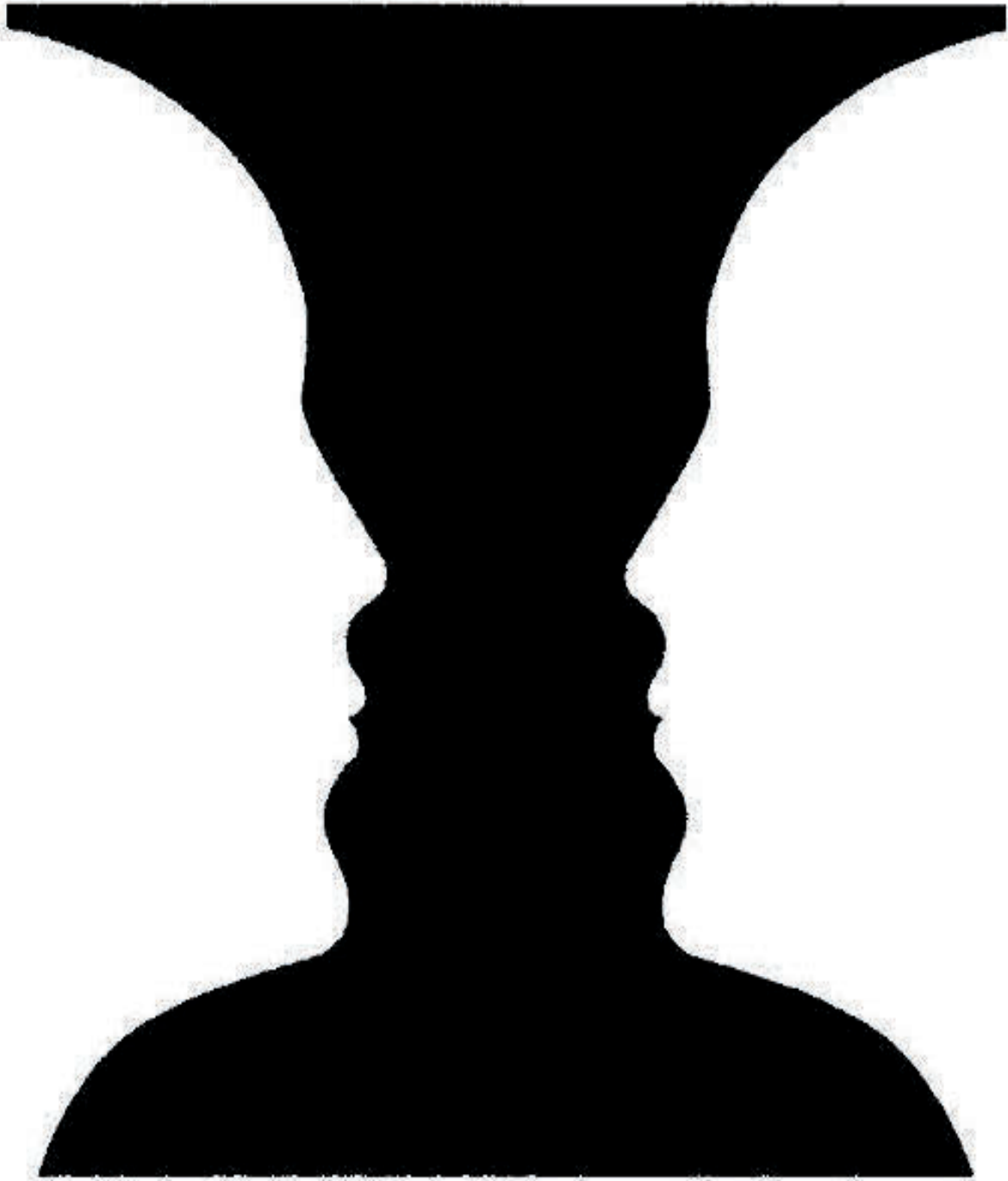


| Face  | Feeling   | Clues   |
|---|-----------|---|
|    | Happy     | <ul style="list-style-type: none"> <li>- Eyes sparkle</li> <li>- Wrinkle under eyes</li> <li>- Smile</li> <li>- Laughing</li> </ul>                               |
|    | Angry     | <ul style="list-style-type: none"> <li>- Eyebrows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

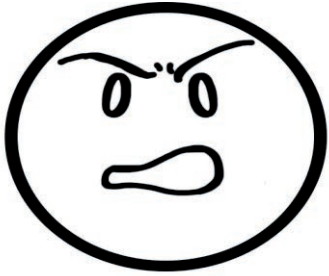




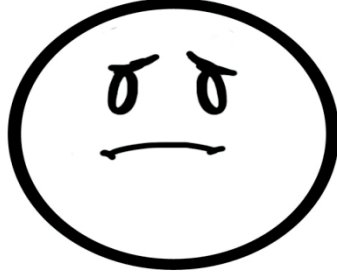




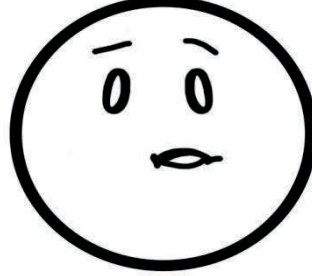




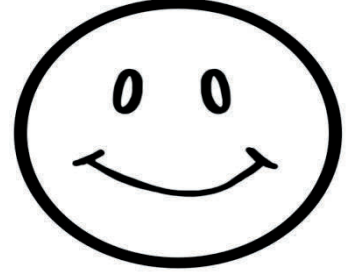
Angry



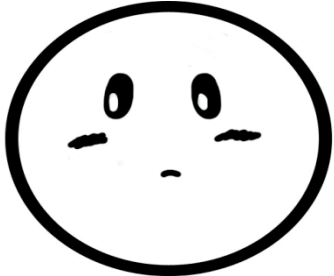
Worried



Disappointed



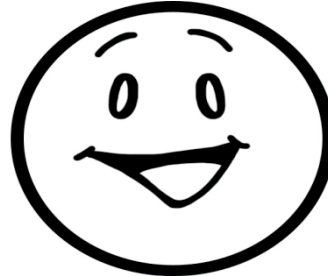
Glad



Shy



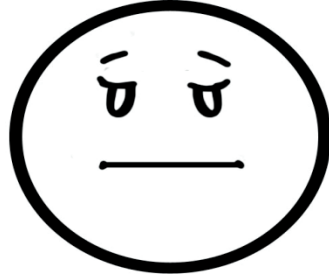
Afraid



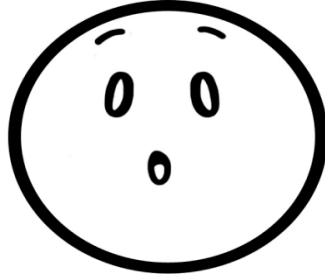
Excited



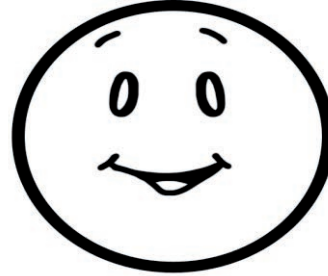
Sad



Bored



Surprised



Happy



Embarrassed



Scared



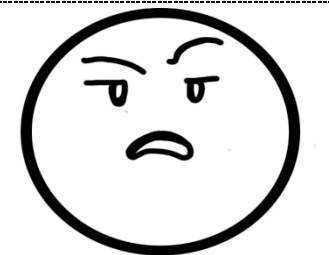
Frustrated



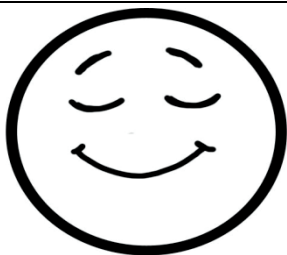
Nervous



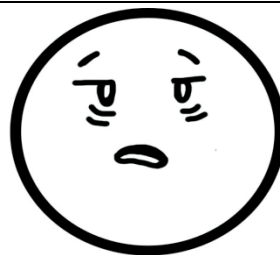
Mad



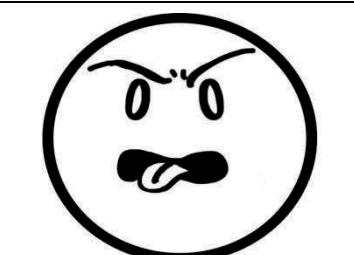
Annoyed



Confident



Exhausted



Disgusted





## TIME

35–40 Minutes

## MATERIALS

Caterpillar Thoughts Worksheet

Caterpillar Question Cards

Blank Caterpillar Question Cards (optional)

## PREPARATIONS

Photocopy/print the Caterpillar Thoughts Worksheet (one per group)

Photocopy/print the Caterpillar Question Cards (one card per pair of students)

Photocopy/print the Blank Caterpillar Question Cards (optional)

Prepare the bulletin board to display students' Caterpillar Questions (optional)

## 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 actions

## 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:

- ▶ 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: Writing down our thoughts; Pop That Thought Bubble exercise; how our thoughts influence our feelings and actions; empathy skills; Empathy Game; identifying people's feelings, understanding perspectives and responding in understanding ways; people have different feelings when faced with the same situation.*

- ▶ 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; pay attention to how we think; how to detect someone's feelings and recognize their perspective; paying attention to our thoughts and others' feelings helps us get along better with one another.*

Introduce the Caterpillar Thoughts activity:

- ▶ Today, we're going to discuss how we think about ourselves and others and how it influences our feelings and actions. We'll focus on specific kinds of thoughts — thoughts about change.

If students participated in the Sanford Harmony Program in previous years, ask them what they remember about Caterpillar and Worm Thoughts. Let them know they will be reviewing these ideas and participating in different exercises to continue practicing how to think like a caterpillar.

- ▶ Why do you think it's important to recognize that people, including ourselves, can change their abilities or personality?

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

- ▶ That's right! When we recognize that we can change and improve our skills, we're more likely to push ourselves to learn new things and keep trying even when it's challenging. When we recognize change in others, we're more likely to help and not judge them for things that happened in the past.

### FACILITATE THE ACTIVITY

25–30 minutes

- ▶ Now that we've discussed the importance of recognizing changes in ourselves and others, we're going to name them *Caterpillar Thoughts*. Why is a caterpillar a good example of change?

*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*.

**Pair students with their buddies and introduce the Caterpillar Question Cards:**

- ▶ The first exercise involves reflecting on how we've changed or expect to change in the future. I have a stack of Caterpillar Question Cards and I'm going to hand out one card to you and your buddy. On each card, there's a question or discussion topic about the changes we make.

**Randomly distribute one Caterpillar Question Card to each buddy pair. Instruct pairs to discuss the question or discussion topic. After 5 minutes, invite pairs to share their experiences. Some questions you ask may include:**

- ▶ What did you learn about yourself? What did you learn about your buddy?
- ▶ How did the caterpillar question remind you of changes you've made or expect to make in the future?
- ▶ Why is it sometimes difficult to remember that you and other people can change?
- ▶ Why would it be boring if people didn't change their abilities or personality?

**Introduce the Caterpillar Thoughts Worksheet:**

- ▶ We're going to practice replacing Worm Thoughts with Caterpillar Thoughts! We'll repeat the Pop That Thought Bubble exercise, but this time we're going to see if Caterpillar and Worm Thoughts lead to different feelings and actions.

**Place students in diverse groups of about four students. Distribute a Caterpillar Thoughts Worksheet to each group.**

- ▶ Similar to last time, each group has a Caterpillar Thoughts Worksheet. The worksheet includes four side-by-side Thought Connection Boards, and there are four situations. The left side of each situation is completed for you and shows how thinking like a worm leads us to be disrespectful and unkind to ourselves or others. Our job is to "pop that Worm Thought bubble" and replace it with a Caterpillar Thought. The feelings and actions are filled in on the right side of your worksheet. As a group, come up with a Caterpillar Thought that leads to positive feelings and actions.

**When students have completed the worksheet, ask them to share their responses with the class. As they share, prompt them to consider how Worm and Caterpillar Thoughts led to different feelings and actions.**

- ▶ How were the Caterpillar and Worm Thoughts different from each other?
- ▶ How did Caterpillar and Worm Thoughts lead to different feelings and actions?
- ▶ How can we change our Worm Thoughts to Caterpillar Thoughts?

**OPTIONAL:** When you are finished reviewing the Caterpillar Thoughts Worksheet, distribute a blank Caterpillar Question Card to each student. Instruct them to develop their own Caterpillar Question and write it on the card. Display their Caterpillar Question Cards on the bulletin board and include them in the stack of Caterpillar Question Cards for future use.

## WRAP IT UP

5 minutes

At the end of the activity, prompt students to think of 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.
- ▶ 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).
  
- ▶ Encourage students to reflect on how they have changed or expect to by continuing to utilize the Caterpillar Question Cards. For example, randomly select a Caterpillar Question of the week and ask students to meet with their buddies to discuss this question. They can also discuss the question with someone in their family, neighborhood, or school community.

## NOTES

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INSTRUCTIONS: Fill in the blanks with positive thoughts that relate to the following feelings and actions.


Situation 1: Matthew, a new student in your class, tells your teacher he forgot his homework at home. Later that day, Matthew asks to be your partner on a class project.


Thoughts  Matthew is so forgetful. He's not going to be a good partner!

Feelings  Worried

Actions  You tell Matthew you're working with someone else.

Thoughts  \_\_\_\_\_  
\_\_\_\_\_

Feelings  Excited


Actions  You tell Matthew you will be his partner.


Situation 2: During a class presentation, you "blank out" and forget what you planned to present.


Thoughts  I'm so bad at public speaking! Everyone is probably laughing at me!

Feelings  Embarrassed

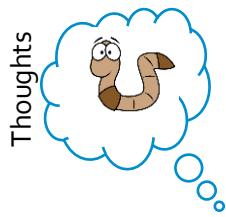
Actions  You try to avoid giving any more class presentations.

Thoughts  \_\_\_\_\_  
\_\_\_\_\_

Feelings  Determined

Actions  You make sure you practice multiple times before your next presentation.

Situation 3: You start a new school and want to make new friends. You ask a group of students if you can join their kickball game, but they tell you they have enough people.



They don't like me. I'm never going to make friends here.



Sad



You sit by yourself on the swings.



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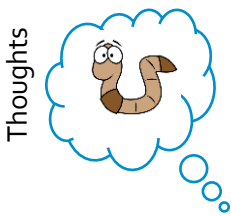


Hopeful



You watch the game and wait for a chance to play.

Situation 4: You're riding your bike around the block and your chain falls off. Sarah, an older kid in your neighborhood, is walking by and asks if you need help.



Girls don't know how to fix things. Sarah won't be able to help me.



Frustrated



You tell Sarah "No thanks" and you walk your bike back home.



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Grateful



You thank her and ask her to teach you how to fix it.



## 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*

[sanfordharmony.org](http://sanfordharmony.org)

Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



**Question 4:**

Name something about your personality that has changed.

**Question 3:**

What career will you choose when you're older?

**Question 2:**

How are you different than you were in first grade?

**Question 1:**

What is something you learned how to do?

Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



**Question 8:**

Describe a time when you resolved a disagreement with someone.

**Question 7:**

What would you do to make the world a better place?

**Question 6:**

What would you like to learn how to do?

**Question 5:**

Describe a time when you learned from your mistakes.

**Question 12:**

Describe when you helped someone else.

**Question 11:**

What would you like to teach someone?

**Question 10:**

How do you think you'll be different when you're in fifth grade?

**Question 9:**

Describe a time when someone behaved in a way that surprised you.

Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



### Question 16:

Describe when you learned to like something new after you were unsure about it.

### Question 15:

Who is someone you admire and would like to emulate? Explain why.

### Question 14:

Describe something you really worked hard at to accomplish.

### Question 13:

If you could volunteer for any organization, which one would it be, and why?

### Question 20:

Describe when you forgave someone.

### Question 19:

Describe when someone helped you solve a problem.

### Question 18:

Describe when someone taught you something new.

### Question 17:

Describe when you were surprised you had a lot in common with someone.

Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Question 24:

Describe when you were there for someone who was going through a hard time.

Question 23:

Name something you've done that you're proud of.

Question 22:

What have you taught another person to do?

Question 21:

Describe a time when you apologized for something you did.

Question 28:

What do you really want to do that you haven't done yet?

Question 27:

Describe a future goal.

Question 26:

Would you prefer to fail at something or never try in the first place? Why?

Question 25:

What would you like to become an expert at?



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



**Question 30:**

**How could you be a role model for younger students?**

**Question 29:**

**What do you think you'll be like when you're an adult?**





## 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*

[sanfordharmony.org](http://sanfordharmony.org)

Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Caterpillar  
Questions



Question:

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## TIME

Day 1 — 40 Minutes

Day 2 — 35 Minutes

## MATERIALS

Shapes Picture (Day 1)

Six sheets of poster paper (Day 1)

Stereotype Detectives Worksheet (Day 1 – Homework Follow-up)

## PREPARATIONS

Prepare and hang poster paper on wall (Day 1)

Photocopy/print the Shapes Picture (print only one; Day 1)

Photocopy/print the Stereotype Detectives Worksheet (Day 1 — Homework follow-up; one per student)

## GOALS

- ▶ To facilitate students' motivation to think in nonstereotyped ways
- ▶ To increase students' awareness of how stereotypes influence thinking and behaviors
- ▶ To promote flexible and nonstereotyped thinking
- ▶ To provide students with the opportunity to critically evaluate and change the stereotyped messages

## KEY CONCEPTS

- ▶ Thinking for yourself is important
- ▶ Stereotypes are limiting
- ▶ People don't always match stereotypes
- ▶ Stereotyped messages influence how we think and behave
- ▶ It's important to be aware and critical of media messages
- ▶ We can make changes in our environment

## 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.*

If students previously participated in the Sanford Harmony Program, ask what they remember about the Pop That Stereotype activity. Tell them they will be participating in a new activity that will help them increase their awareness of stereotypes.

Introduce the concept of categorization:

- ▶ Today, we're going to continue discussing how we think about ourselves and others and how this influences our feelings and actions. Let's start by looking at this picture.

Hold up the Shapes Picture.

- ▶ What do you notice about this picture?

*Examples: The shapes have different colors; there are large and small shapes; there are different kinds of shapes (e.g., circles; squares; triangles).*

- ▶ How can we categorize these shapes?

*Examples: Size; type; color.*

- ▶ We can categorize the shapes by size, type, and color. Look around our classroom. What are some other objects you see that we can categorize in multiple ways?

*Examples: Books (Size: Large; small. Color: Gray; white. Category: Author; history; fiction); furniture (Type: Chairs; desks; tables); furniture material: Wood; plastic; metal; size).*

- ▶ Why is it useful to categorize or group objects or situations?

*Examples: It allows us to organize things; it simplifies the environment; I don't have to keep learning things over and over again; I know what to expect.*

- ▶ You can use your prior knowledge to make sense of something new in a category. For example, if you see a bird in your backyard, you can use your prior knowledge of birds to predict that this one probably flies and chirps. Can anyone think of other examples?

- ▶ So far, we've been talking about categorizing objects. What else do we tend to group or categorize?

- ▶ That's right — people! In what ways do we categorize people?

*Examples: Gender (i.e., girls, boys); race (e.g., White, Asian, etc.); age (e.g., babies, teenagers, elderly); talents (e.g., jocks, techies).*

- ▶ Similar to objects, we use our knowledge to make predictions about a person who is a member of a group. What are some examples?

# Stereotype Detectives

## Day 1

2.4

Grade 4

*Examples: If we think all boys like sports, we assume that every boy does; if we believe the elderly are forgetful, we assume that all are forgetful.*

- ▶ What is the word for believing all people in a group are the same?
- ▶ A stereotype. Although we talked about how categorizing objects or animals can sometimes be useful, what are some problems with stereotyping people?

*Examples: People don't always match the stereotypes; everyone is unique so we can't make predictions until we get to know them; they can be pressured to behave in ways that fit the stereotype even if it doesn't match who they are; they can limit our choices because we might be scared to try something that doesn't fit a stereotype about our group.*

- ▶ Stereotypes are problematic and difficult to eliminate because we're not aware of them. We assume they're correct and don't think for ourselves.
- ▶ To prevent stereotypes from bossing us around, we need to see them coming! For the next few weeks, we'll practice spotting stereotypes in our environment and become Stereotype Detectives!

## FACILITATE THE ACTIVITY

25 minutes

**Label the posters on the wall with the following social groups: Girls, boys, babies, children, teenagers, older people (or the elderly), and hang them in different spots in the classroom.**

- ▶ Today, we're going to increase our awareness of stereotypes so we know how to spot them and make sure they don't tell us how to think. I placed posters on the wall with different groups of people based on categories of gender (girls and boys) and age (babies, children, teenagers, and older people). Walk around the room and write the stereotypes you know about them.

*Examples: Girls (e.g., worries about appearance; plays jump rope); boys (e.g., likes sports; plays rough); babies (e.g., cry a lot; needy); children (e.g., attention-seeking; easily amused); teenagers (e.g., careless; independent); older people (e.g., clumsy; wise).*

**Give students about 5–10 minutes to walk around and record stereotypes on the posters. You may want to play music and have them stop writing when the music stops. When finished, discuss the experience. Questions you ask may include:**

- ▶ Why is it harder to come up with stereotypes for some groups?
- ▶ What do you notice about the stereotypes? Do you match any stereotypes of the groups you're in (children and girl/boy)? Do you match some for groups that you're not a part of?

# Stereotype Detectives

## Day 1

2.4

Grade 4

- ▶ We fit in many groups! Sometimes we forget this and focus in on one group, such as someone's gender. When we do this, we're more likely to believe the stereotype. To think for ourselves, we need to remember that people are unique and can be grouped in many ways.
- ▶ Let's practice thinking for ourselves and preventing stereotypes from bossing us around. What can we say when faced with stereotypes?

Write students' comments on the board.

*Examples: People are unique, they don't match stereotypes; everything is for everyone; some do, some don't, some will, some won't; I'm going to think for myself; I'm not going to let stereotypes boss me around.*

- ▶ Let's practice saying these statements as we cross out the stereotypes on the posters.

Have students take turns crossing out a stereotype they don't like and ask them to choose one of the statements to say out loud.

## WRAP IT UP

5 minutes

At the end of the activity, discuss the experience. Some questions you ask may include:

- ▶ How can we encourage one another to say no to stereotypes and think for ourselves?
- ▶ Are there specific situations in school that could be challenging to think for yourself? How can we handle these situations?

- ▶ How can this activity encourage you to try new things when it doesn't match your group's stereotype?
- ▶ How can we respond if people tease us or others for making decisions that don't match stereotypes?

## HOMEWORK FOLLOW-UP

5 minutes

Hand out the Stereotype Detectives Worksheet.

- ▶ To help us practice being aware of and detecting stereotypes, your homework assignment involves finding stereotypes in your environment. You can search on TV and billboards; in magazines, music, or movies; or even use a statement someone made to someone or to you. The stereotype can be something you heard, saw in a picture, or observed someone do. On your Detective Sheet, list the date, time, and stereotype location, group, and message. Search for stereotypes about any group — it doesn't have to be gender or age. We'll share observations during our next activity. Does anyone have questions on how to complete the assignment?

Give students about a week to complete the assignment. You may want to complete the assignment, too!

## SET THE STAGE

5 minutes

Remind students about their experiences engaging in Day 1 of the Stereotype Detectives activity.

- ▶ The last time we had a Sanford Harmony Activity, we talked about stereotypes. What did we learn about stereotypes?

*Examples: Stereotypes don't allow us to think for ourselves; it's important to view people as individuals and not just as members of their group; people belong to multiple categories; saying statements to help us avoid letting stereotypes boss us around; being Stereotype Detectives and searching for stereotypes in our environment.*

- ▶ We learned a lot about stereotypes and how we can control them. Now, let's hear you did in your roles as Stereotype Detectives!

Invite students to share their stereotype observations. You may want to share your observations too! As students share, record them on the board. Some questions you ask may include:

- ▶ How frequently did you notice stereotypes? Where did you find them?
- ▶ Did it get easier to spot the stereotypes as the week went on? Why or why not?
- ▶ How do you think being a Stereotype Detective allows you to think for yourself?

## FACILITATE THE ACTIVITY

25 minutes

Introduce the Changing the Environment activity:

- ▶ Now that we have gathered all this evidence that stereotypes exist, we're going to work on changing the environment so we can think for ourselves and help others to do the same! Choose one of the stereotype situations on the board and work together to change or rewrite them so the stereotypes no longer exist!

Place students in groups based on their interest in changing one of the stereotypes. Some possibilities include: Rewriting a commercial, changing the dialogue in a TV show, redrawing a picture in a magazine or on a billboard, regrouping toys in a toy store that does not convey gender stereotypes, rewriting the words in a song, or writing a role-play that changes the dialogue of a conversation they overheard. When finished, invite students to share their work.

## WRAP IT UP

5 minutes

At the end of the activity, discuss the experience. Some questions you ask may include:

- ▶ How can we continue to be Stereotype Detectives in the future?
- ▶ How can we continue to actively make changes in our environment?
- ▶ What would happen if we sent our suggestions to those who reinforce the stereotype and requested they make changes (e.g., magazine editor; producer of a TV show; president of a company)?

# Stereotype Detectives

## Day 2

2.4

Grade 4

### EVERYDAY MOMENTS

- ▶ Be mindful of stereotypes displayed in classroom materials (e.g., posters; storybooks; textbooks) or examples you use when teaching.
- ▶ Intervene when you observe students teasing or excluding others based on gender or any other social category. Remind them of their participation and help them rewrite their stereotyped statements.
- ▶ Encourage students to participate in a variety of activities and roles.
- ▶ Continue to use the language students learned in this activity (e.g., stereotype detectives; rewrite stereotypes; think for ourselves; don't let stereotypes boss us around) to reinforce these concepts and promote nonstereotyped thinking. Assist students with practicing these skills in daily situations.
- ▶ Have students make posters that illustrate the statements they developed (in Day 1) to help them avoid allowing stereotypes to think for them. Hang the posters in the classroom.
- ▶ Continue asking students to identify stereotype messages displayed in the environment (e.g., television; magazines; toy stores; posters; music), and set aside time to discuss how these messages affect their behavior. You may want to schedule a weekly "Stereotype Detective" time to discuss their observations (e.g., during Meet Up).
- ▶ Help students take action by writing letters and suggesting their changes to those who reinforce the stereotypes they observe (e.g., magazine editor; producer of a TV show; president of a company).

- ▶ Have students put on a show (e.g., for parents and the school community) where they perform the changes (e.g., set up a picture gallery; perform a song; role-play a commercial) they made to address the stereotypes in the environment.
- ▶ When you observe students being influenced by stereotypes (e.g., "I can't wear pink— it's for girls"), ask them to reflect whether this decision matches who they are or if they are just allowing stereotypes to tell them what to do.
- ▶ Refrain from using gendered language (e.g., "Good morning girls and boys!"; "Good job, girls!") and organizational tools (girl and boy lines; girl-boy seating) in the classroom. Highlighting gender in this way communicates to students that gender is an important category and promotes the development of stereotypes.

### NOTES

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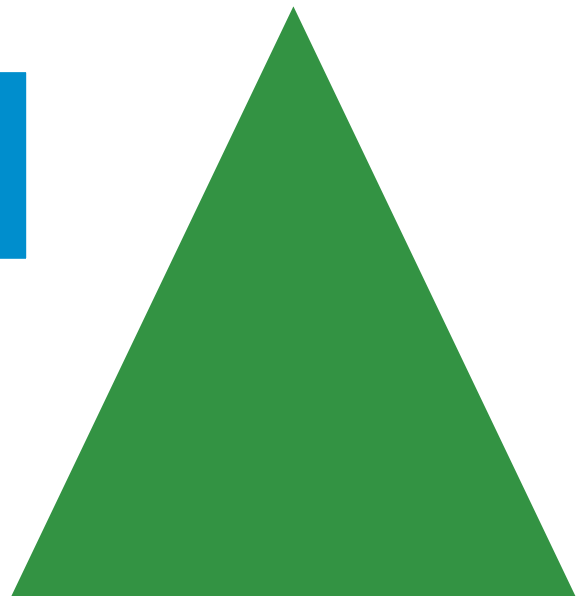
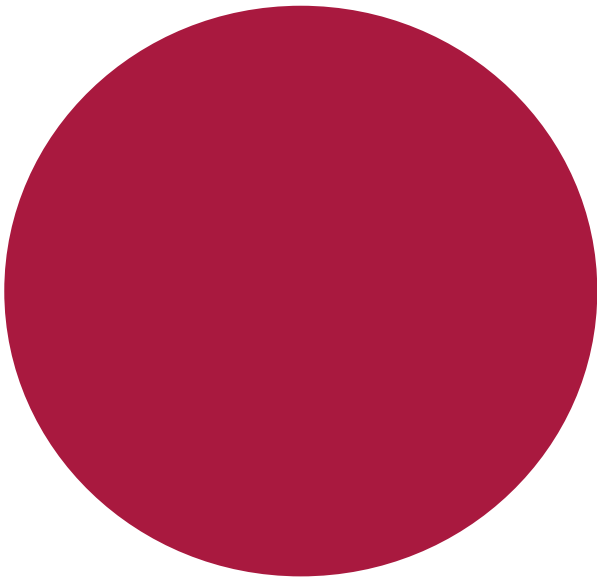
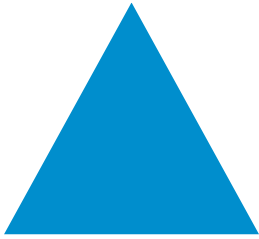
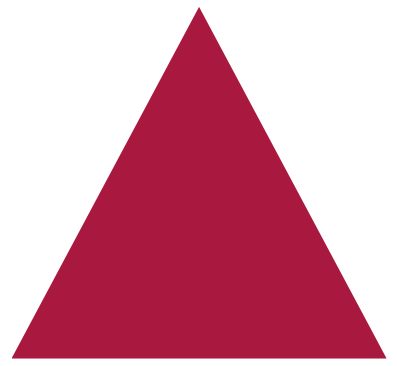
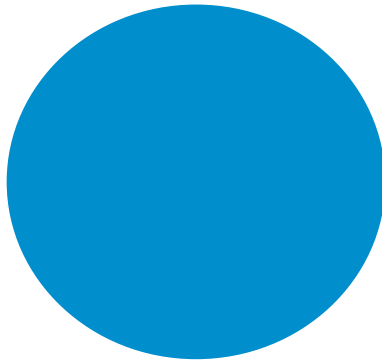
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# Stereotype Detectives Worksheet

INSTRUCTIONS: Practice being aware of and detecting stereotypes by searching for them in your everyday life. Fill in the table below with the date, time, location where the stereotype took place, the group the stereotype applies to, and the stereotype message.

| Example | Date       | Time      | Stereotype Location                                  | Stereotype Group | Stereotype Message   |
|---------|------------|-----------|--|------------------|--|
|         | October 18 | 7:00 p.m. | Music/Movie (song)<br><i>Honor to Us All</i> — Mulan | Gender           | Women must be pretty and well-behaved to bring honor to their families |
|         |            |           |  |                  |  |
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# Communication



Unit 3



## CONTENTS

This unit contains all resources needed for teaching *Grade 4, 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 communication roadblocks (Communication Bloopers) and strategies (Communication Boosters) by identifying the Bloopers and Boosters in a role-play game.

### Activity 3.2

**The Communicator** — Students learn to use Communication Boosters when communicating with others and practice these strategies with a partner.

### Activity 3.3

**Communication in the Environment** — Students identify Communication Bloopers and Boosters in the environment.

### 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 communication roadblocks (Communication Bloopers) and strategies (Communication Boosters) by identifying the Bloopers and Boosters in a role-play game.

### Activity 3.2

**The Communicator** — Students learn to use Communication Boosters when communicating with others and practice these strategies with a partner.

### Activity 3.3

**Communication in the Environment** — Students identify Communication Bloopers and Boosters in the environment.

### 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 roadblocks and are provided with opportunities to practice effective strategies in 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 they are 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 some communication roadblocks that can 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 can 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

45 Minutes

## MATERIALS

Unit 3 Home-School Connection Letter

Bell

Communication Blooper and Booster cards

Blooper or Booster Script (Student copy)

Blooper or Booster Script (Teacher copy)

Communication Bloopers and Boosters — Reference Guide

## PREPARATIONS

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

Photocopy/print the Communication Blooper Cards (one set per group) (Booster Cards will be used for Activity 3.2)

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 and Boosters
- ▶ To provide students with an opportunity to practice identifying Communication Bloopers and Boosters
- ▶ To prepare students for the activities contained within the Communication Unit

## KEY CONCEPTS

- ▶ Working in groups can be challenging
- ▶ Communication Bloopers (interrupting, ignoring, and withdrawing) prevents us from working successfully with each other
- ▶ Everybody bloop
- ▶ Being aware of Communication Bloopers will allow us to catch and stop ourselves before we bloop



## SET THE STAGE

10 minutes

Remind students about the purpose of the Sanford Harmony Program:

- ▶ One of the purposes of the Sanford Harmony Program is to improve your ability to work together in groups. Working in groups can be difficult; even adults sometimes find group work challenging! If you've ever found group work challenging, I'd like you to think about the reasons why. Maybe you think group work is easy — not challenging. If so, I'd like you to think of some reasons why other kids in this classroom or school might 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; they are bossy; they don't listen to my ideas; no one can agree.*

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

- ▶ Let's take a look at the challenges you came up with. Most or nearly all these challenges have something — or everything — to do with ineffective communication strategies, 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 ideas and learn about a new Communication Blooper, Withdrawing.

- ▶ Today, we're going to discuss three types of Communication Bloopers that can make group work challenging.

Write the three Communication Bloopers on the board: (1) Interrupting, (2) Ignoring, and (3) Withdrawing. Ask students to define these Communication Bloopers and provide examples of each. As necessary, explain the following definitions and examples:

- ▶ Interrupting means stopping someone in the middle of what they are doing or saying. If I'm in a group and [insert name of student] is sharing their idea but I cut them off to say my idea, I'm interrupting!
- ▶ Ignoring means not recognizing other group members' needs or perspectives. Suppose that [insert name of student] is one of my group members and he/she 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, that's withdrawing!
- ▶ Now that we know something about each of these three Communication Bloopers, let's work together to determine which Communication Blooper best describes each of the ideas you brainstormed. We'll look at the challenges you came up with on the board and see which match up with each Communication Blooper.

Ask for students' assistance helping you identify which ideas correspond with each Communication Blooper.

When you are 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 give us the opportunity to avoid Communication Bloopers and teach us effective communication strategies!

## FACILITATE THE ACTIVITY

30 minutes

- ▶ We're going to play a game called Name That Communication Blooper! The purpose is to provide us with practice identifying Communication Bloopers. We use them from time to time. For example, you interrupt another group member when they're talking, or withdraw from your group when you feel stressed. Most of us don't mean to bloop and usually don't even realize we're doing it. So, the goal of today's activity is to help us become more aware of these bloopers so we can catch and stop ourselves when we bloop.
- ▶ I need six students to volunteer to act out a short play in front of the class — twice. The first time, they will act out the play and the rest of the class will observe. The second time, I'm going to sound the bell at various points throughout the play. The actors will freeze, and then I'll say, "Name That Communication 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 Captain will hold up the appropriate Communication Blooper card. The team or teams who correctly identify the most Communication Bloopers wins!

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. After the script has been read once, provide each team with a set of Communication Blooper cards and have them select a Team Captain. The Team Captain is responsible for holding up the appropriate Communication Blooper card.

Provide students with additional instructions after the script has been read through once:

- ▶ Remember, once I sound the bell and say "Name That Communication Blooper," you should consult your team members in choosing the correct Communication 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, I'll ask each Team Captain to hold up the chosen Communication Blooper card. Are there any questions?

Instruct the students to begin acting out the script. At each Communication Blooper, (refer to The Communication Blooper Script – Teacher copy), sound the bell and say, "Name That Communication Blooper!" Give teams 20 seconds to discuss and decide on an answer. The Team Captain will be responsible for holding up the appropriate Blooper card. At the end of the play, instruct actors to return to their seats. Congratulate the winning team or teams!

## WRAP IT UP

5 minutes

Discuss the experience with students. Ask:

- ▶ Which Communication Blooper do you think occurs most often in our classroom?

- ▶ Everyone bleeps once in a while! Which Communication Blooper is difficult for you to avoid when working in groups? What can you do to avoid that Blooper?
- ▶ Which Blooper makes it difficult for a group to succeed?
- ▶ As discussed, we have used Bleepers when working in groups. The first step to stopping ourselves from bleeping is to notice we are bleeping in the first place! As a class, we can help each other become more aware of our Bleepers. What are some ways that we can support each other and let classmates know if they've bleeped?

## EVERYDAY MOMENTS

- ▶ Help students become aware of Communication Bleepers by asking them to keep a tally during the day. Schedule a time for students to discuss their experiences (e.g., during Meet Up).
- ▶ Develop a nonjudgmental system in which students support one another recognizing their Bleepers. For example, develop a word or phrase students can use to point out to each other when they bleep (e.g., "Oops, a bleep!" "You bleeped!" "Everybody bleeps!").
- ▶ Acknowledge when you bleep in front of your students to convey the message that "Everybody bleeps" and that it is important to catch yourself when you do it.

## NOTES

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Dear Parent/Guardian(s):

We are ready to begin the Communication Unit of the Sanford Harmony Program! In this unit, students will increase their awareness of ineffective communication behaviors and have opportunities to practice effective and healthy communication strategies. In the first activity, students learn three ineffective communication behaviors, *Communication Bloopers*, which prevent us from working well in groups. The three Bloopers are interrupting, ignoring, and withdrawing. When students become aware of Communication Bloopers, they can catch themselves when they “bloop” and replace them with effective communication strategies. In the second activity, students learn three effective communication strategies, *Communication Boosters*. The three effective strategies are listening, supporting, and negotiating. During our third activity, students will observe their classmates engaging in a collaborative task to practice identifying communication behaviors. The last activity in the Communication Unit provides students the opportunity to observe and practice using Communication Boosters and avoid Communication Bloopers. Students will break into groups and earn points for using Communication Boosters while they quickly try to create as many sentences as possible using specific words!

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

## HOME-SCHOOL CONNECTION TIPS

\*\*\*\*\*

1. Ask your child to name the Communication Bloopers discussed in the first activity (interrupting, ignoring, and withdrawing.) Have a discussion about which Blooper is most difficult to avoid. Share the Blooper you have trouble avoiding.
2. The second activity describes the three types of Communication Boosters: listening, supporting, and negotiating. Which is easiest for your child to use? The most difficult? Share the Boosters you find the most challenging to use.
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 the 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 improves 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 we are learning about in school.

Sincerely,





# INTERRUPTING

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# IGNORING

# WITHDRAWING

---

# SUPPORTING



# LISTENING

---

# NEGOTIATING



# Communication Blooper Script

## Student Copy

3.1

Grade 4

**Narrator:** Students in Mrs. Cooper's fourth grade class are settling down after lunch and getting ready to participate in their weekly Sanford Harmony Program activity.

**Mrs. Cooper:** Ok class, before lunch, we talked about what it means to be part of a group. We also listed different groups we belong to such as sports teams, our families, and our class. We pointed out that some groups have names, such as the New York Yankees, and some have mottos, such as Nike's JUST DO IT™. Since our class is a group, we're going to create a name and motto!

**Narrator:** The class is excited. Mrs. Cooper starts giving directions to the class.

**Mrs. Cooper:** I'm going to divide the class into groups. Each group will come up with...

**Molly:** Do we get to come up with as many names as we want?

**Mrs. Cooper:** No, Molly; please remember to raise your hand and wait until I've given the instructions before you ask a question. Each group will come up with one name and one motto. After each group is done, we'll regroup and vote for the name and motto to assign our class for the year. Does anyone have any questions?

**Narrator:** Mrs. Cooper divides the class into groups. Molly, Zach, Ashley, and Joey are teamed up and begin talking about their name and motto.

**Ashley:** All right, let's get busy! We have this list of names and mottos Mrs. Cooper gave us for ideas. Maybe we should look through it and...

**Joey:** I think our class name should be the Rapid Raiders! The Raiders are my favorite football team.

**Zach:** I don't really like football. Does anyone else? (*The members shake their heads no*) Let's try to think of something else.

**Molly:** We could be the Bee's Knees. My grandma says that a lot when she's talking about something she likes. I think it means "awesome" or "excellent," which our class is!

**Zach:** My dad says that a lot, too! I like it! What do you two think?

**Ashley:** I think it's a good idea too. How about you, Joey?

**Narrator:** Joey is doodling the Raider's logo on a piece of paper.

**Ashley:** Joey, do you like the Bee's Knees for our class name?

**Joey:** Not really. I want to think of another...

**Molly:** Well, the three of us like it so I think we should just go with that name.

**Zach:** Are you sure we shouldn't try to think of a name we all like?

**Molly:** We need to pick a motto next! What should it be? Any ideas?

**Ashley:** It should be something about bees or buzzing or flying.

**Zach:** Maybe it could be something like “Buzzing Our Way to Success!”

**Joey:** This is boring.

**Molly:** I like your idea, Zach!

**Ashley:** Maybe we could change success to victory. “Buzzing Our Way to Victory!” I like that better.

**Zach:** Why victory? What are we trying to do in this class, win a race? I think that success is better because we are trying to succeed in school.

**Molly:** Ok, so we’ve decided that we’re going to suggest the Bee’s Knees as our class name and “Buzzing Our Way to Victory!” as the class motto! Let’s record our suggestions on the worksheet Mrs. Cooper gave us.

**Ashley:** Who’s going to tell the class about our ideas? We have to pick one person from the group. Joey, do you want to do it?

**Narrator:** Joey continues doodling and doesn’t respond to Ashley’s question.

**Zach:** I can tell the class which name and...

**Molly:** I’ll do it! It was mostly my idea, anyway.

**Narrator:** The groups are ready with their name and motto suggestions. Mrs. Cooper asks them to present their ideas. She writes the names and mottos on the board and instructs the students to cast their votes on a piece of paper.

**Mrs. Cooper:** All right, do I have everyone’s vote? Joey, I didn’t see you turn one in.

**Narrator:** Joey looks up at Mrs. Cooper and then back down at his paper where he is still drawing.

**Mrs. Cooper:** If you don’t want to vote for our class name and motto, you don’t have to. But, this is an important decision and I would love for everyone to be a part of this.

**Narrator:** Mrs. Cooper counts up the winning votes and announces that the Bee’s Knees wins by a landslide! Molly, Zach, and Ashley jump up and shout with excitement. Joey continues to draw on his paper.

**Narrator:** The kids in Mrs. Cooper's fourth grade class are settling down and getting ready to participate in their weekly Sanford Harmony Program activity.

**Mrs. Cooper:** Ok class, before lunch, we talked about what it means to be part of a group. We also listed different groups we belong to such as sports teams, our families, and our class. We pointed out that some groups have names, such as the New York Yankees, and some have mottos, such as Nike's JUST DO IT™. Since our class is a group, we're going to create a name and motto!

**Narrator:** The class is excited. Mrs. Cooper starts giving directions to the class.

**Mrs. Cooper:** I'm going to break the class into groups. Each group will come up with...

**Molly:** Do we get to come up with as many names as we want? **[INTERRUPTING]**

**Mrs. Cooper:** No, Molly; please remember to raise your hand and wait until I've given the instructions before you ask a question. Each group has the task of coming up with one name and one motto. After each group is done, we'll regroup and vote for the name and motto to assign our class for the year. Does anyone have any questions?

**Narrator:** Mrs. Cooper breaks up the class into groups. Molly, Zach, Ashley, and Joey are teamed up and begin talking about their name and motto.

**Ashley:** Alright, let's get busy! We have this list of names and mottos that Mrs. Cooper gave us for ideas. Maybe we should look through it and...

**Joey:** I think our class name should be the Rapid Raiders! The Raiders are my favorite football team. **[INTERRUPTING]**

**Zach:** I don't really like football. Does anyone else? (*The rest of the group members shake their head no*) Let's try to think of something else.

**Molly:** We could be the Bee's Knees. My grandma says that a lot when she's talking about something she likes. I think it means "awesome" or "excellent," which our class is!

**Zach:** My dad says that a lot, too! I like it! What do you two think?

**Ashley:** I think it's a good idea too. How about you, Joey?

**Narrator:** Joey is doodling the Raider's logo on a piece of paper. **[WITHDRAWING]**

**Ashley:** Joey, do you like the Bee's Knees for our class name?

**Joey:** Not really. I want to think of another...

**Molly:** Well, the three of us like it so I think we should just go with that name. **[INTERRUPTING]**

**Zach:** Are you sure we shouldn't try to think of a name we all like?

**Molly:** We need to pick a motto next! What should it be? Any ideas? **[IGNORING]**

**Ashley:** It should be something about bees or buzzing or flying.

**Zach:** Maybe it could be something like “Buzzing Our Way to Success!”

**Joey:** This is boring. **[WITHDRAWING]**

**Molly:** I like your idea, Zach! **[IGNORING]**

**Ashley:** Maybe we could change success to victory. “Buzzing Our Way to Victory!” I like that better.

**Zach:** Why victory? What are we trying to do in this class, win a race? I think that success is better because we are trying to succeed in school.

**Molly:** Ok, so we’ve decided that we’re going to suggest the Bee’s Knees as our class name and “Buzzing Our Way to Victory!” as the class motto! Let’s record our suggestions on the worksheet Mrs. Cooper gave us. **[IGNORING]**

**Ashley:** Who’s going to tell the class about our ideas? We have to pick one person from the group. Joey, do you want to do it?

**Narrator:** Joey continues doodling and doesn’t respond to Ashley’s question. **[IGNORING]**  
**[WITHDRAWING]**

**Zach:** I can tell the class which name and...

**Molly:** I’ll do it! It was mostly my idea, anyway. **[INTERRUPTING]**

**Narrator:** The groups are ready with their names and motto suggestions. Mrs. Cooper asks them to present their ideas. She writes the names and mottos on the board and instructs the students to cast their votes on a piece of paper.

**Mrs. Cooper:** Alright, do I have everyone’s vote? Joey, I didn’t see you turn one in.

**Narrator:** Joey looks up at Mrs. Cooper and then back down at his paper where he is still drawing. **[WITHDRAWING]**

**Mrs. Cooper:** If you don’t want to vote for our class name and motto, you don’t have to. But, this is an important decision and I would love for everyone to be a part of this.

**Narrator:** Mrs. Cooper counts up the winning votes and announces that the Bee’s Knees wins by a landslide! Molly, Zach, and Ashley jump up and shout with excitement. Joey continues to draw on his paper.

# Communication Bloopers and Boosters Reference Guide

Grade 4  
3.1

## COMMUNICATION BLOOPERS

### Definitions

#### Interrupting

Stopping someone in the middle of what he/she is doing or saying.

When someone is excited about an idea, he/she interrupts a group member to share his/her idea.

#### Ignoring

Failing to recognize other group members' needs or perspectives.

A group member ignores another member's request for help because he/she is so 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 other members ignore his/her ideas or requests for help.

#### Listening

Listening and responding to group members' ideas and questions.

A group member listens and responds to group members' ideas because he/she is interested in learning

#### Supporting

Encouraging and supporting group members when they need help or become discouraged.

If a group member doesn't understand something being discussed, another member stops the group to provide an explanation before proceeding with the task.

#### Negotiating

Problem-solving or compromising when there is a conflict or disagreement within the group.

When a group member disagrees with another member, he/she suggests a compromise so that both are able to follow through on their ideas.

### Examples





## TIME

40 Minutes

## MATERIALS

Bell

Communication Booster Cards (see Activity 3.1)

The Communicator Script (Student copy)

The Communicator Script (Teacher copy)

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

## PREPARATIONS

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

Photocopy/print the Communicator Script (Teacher copy)

Photocopy/print the Communication Booster Cards (1 set per group) (see Activity 3.1 “Communication Blooper and Booster Cards”)

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

15 minutes

Remind students of 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 three Communication Bloopers: Ignoring, interrupting, 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 about a new Communication Booster, Negotiating.

- ▶ 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 strategies are: (1) Listening, (2) Supporting, and (3) Negotiating.

Write the three 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 the three 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 which 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 Mrs. Cooper, Molly, Zach, Ashley, and Joey, 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!

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!" Give teams 20 seconds to discuss and decide on an answer. The Team Captain will be responsible for holding up the appropriate Booster card. At the end of the play, instruct actors to return to their seats. Congratulate the winning team or teams!

## 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 their task? Why?
- ▶ 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 Boosters are not easy to use — even for adults!



**Narrator:** The kids in Mrs. Cooper's fourth grade class are getting ready to participate in their weekly Sanford Harmony Program activity.

**Mrs. Cooper:** Ok class, before lunch we talked about what it means to be part of a group. We also listed different groups we belong to such as sports teams, our families, and our class. We pointed out that some groups have names, like the New York Yankees, and some have mottos, such as Nike's JUST DO IT™. Since our class is a group, we're going to create a name and motto!

**Narrator:** The class is excited. Mrs. Cooper starts giving directions to the class.

**Mrs. Cooper:** I'm going to divide the class into groups. Each group will come up with one name and one motto. After each group is done, we'll regroup and vote for the name and motto to assign our class for the year. Does anyone have any questions?

**Molly:** I know you said that each group will only come up with one name and motto, but if we finish early, can we come up with more?

**Mrs. Cooper:** I think that sounds like a great idea if you have extra time! Great suggestion, Molly!

**Narrator:** Mrs. Cooper divides the class into groups. Molly, Zach, Ashley, and Joey are teamed up and begin talking about their name and motto.

**Ashley:** All right, let's get busy! We have this list of names and mottos Mrs. Cooper gave us for ideas. Maybe we should look through it and see if it gives us any ideas.

**Joey:** That's a good idea, Ashley! But, I think it would be cool if our class name was something like the Rapid Raiders or the Fantastic Phillies! I love sports and they always have really cool names.

**Zach:** I don't really like sports. Does anyone else? (*The members shake their heads no*) I think those are good ideas, Joey, but maybe we should try to find something we all like... Do you have any more ideas?

**Joey:** Hmm, we could think of a movie or an animal!

**Molly:** Great idea! I really like bugs. How about everyone else?

**Ashley:** I like bugs too; they're so cool!

**Zach:** What if we were the Bee's Knees? My grandma says the "bee's knees" when she's talking about something really great. I think it means "awesome" or "excellent," which our class is!

**Joey:** My dad says that too! I like it! What do you two think?

**Ashley:** I love it!

**Molly:** Me too!

**Zach:** Great! Next, we're supposed to come up with a motto. It should be something that has to do with bees or honey and flying or buzzing.

**Ashley:** What if our motto was “We’re as good as honey!”?

**Molly:** Hmm, I like your idea because honey does taste good, and it’s about bees. Should we think of a similar motto about how we work hard and succeed in school?

**Joey:** Maybe it could be something like “Buzzing Our Way to Success!”

**Molly:** That’s perfect, Joey!

**Zach:** We rock! We have an awesome name and motto to suggest to the class! Let’s write our suggestions on the worksheet Mrs. Cooper gave us.

**Ashley:** Who wants to tell the class our ideas?

**Joey:** I do!

**Molly:** I do!

**Ashley:** One of us should tell the class the name we chose and another what our motto is.

**Molly:** Great idea. Joey, do you want to tell the class our name or motto?

**Joey:** Thanks for giving me first pick! I want to tell the class our motto. So, you can go first and tell them the name we picked!

**Narrator:** The groups are ready with their name and motto suggestions. Mrs. Cooper asks them to present their ideas. She writes the names and mottos on the board and instructs the students to cast their votes on a piece of paper.

**Mrs. Cooper:** All right, do I have everyone’s vote?

**Narrator:** Everyone in the class nods with excitement and Mrs. Cooper starts counting the votes.

**Mrs. Cooper:** And the winning name and motto suggestions are... The Bee’s Knees! Buzzing Our Way to Success! I think this is a great name for our class because you are all hard workers and busy bees!

**Narrator:** Molly, Zach, Ashley, and Joey are all excited that the class liked their ideas and are proud that their team worked so well together!

**Narrator:** The kids in Mrs. Cooper's fourth grade class are getting ready to participate in their weekly Sanford Harmony Program activity.

**Mrs. Cooper:** Ok class, before lunch we talked about what it means to be part of a group. We also listed different groups we belong to such as sports teams, our families, and our class. We pointed out that some groups have names, like the New York Yankees, and some have mottos, such as Nike's JUST DO IT™. Since our class is a group, we're going to create a name and motto!

**Narrator:** The class is excited. Mrs. Cooper starts giving directions to the class.

**Mrs. Cooper:** I'm going to divide the class into groups. Each group will come up with one name and one motto. After each group is done, we'll regroup and vote for the name and motto to assign our class for the year. Does anyone have any questions?

**Molly:** I know you said that each group will only come up with one name and motto, but if we finish early, can we come up with more? **[LISTENING]**

**Mrs. Cooper:** I think that sounds like a great idea if you have extra time! Great suggestion, Molly!

**Narrator:** Mrs. Cooper divides the class into groups. Molly, Zach, Ashley, and Joey are teamed up and begin talking about their name and motto.

**Ashley:** All right, let's get busy! We have this list of names and mottos Mrs. Cooper gave us for ideas. Maybe we should look through it and see if it gives us any ideas.

**Joey:** That's a good idea, Ashley! **[LISTENING]** But, I think it would be cool if our class name was something like the Rapid Raiders or the Fantastic Phillies! I love sports and they always have really cool names.

**Zach:** I don't really like sports. Does anyone else? (*The members shake their heads no*) I think those are good ideas, Joey, but maybe we should try to find something we all like... Do you have any more ideas? **[SUPPORTING] [NEGOTIATING]**

**Joey:** Hmm, we could think of a movie or an animal!

**Molly:** Great idea! **[LISTENING]** I really like bugs. How about everyone else?

**Ashley:** I like bugs too; they're so cool! **[LISTENING]**

**Zach:** What if we were the Bee's Knees? My grandma says the "bee's knees" when she's talking about something really great. I think it means "awesome" or "excellent," which our class is!

**Joey:** My dad says that too! I like it! What do you two think? **[LISTENING]**

**Ashley:** I love it! **[LISTENING]**

**Molly:** Me too! **[LISTENING]**

**Zach:** Great! Next, we're supposed to come up with a motto. It should be something that has to do with bees or honey and flying or buzzing.

**Ashley:** What if our motto was “We’re as good as honey!”?

**Molly:** Hmm, I like your idea because honey does taste good, and it’s about bees. Should we think of a similar motto about how we work hard and succeed in school? **[LISTENING] [NEGOTIATING]**

**Joey:** Maybe it could be something like “Buzzing Our Way to Success!”

**Molly:** That’s perfect, Joey! **[LISTENING] [SUPPORTING]**

**Zach:** We rock! We have an awesome name and motto to suggest to the class! Let’s write our suggestions on the worksheet Mrs. Cooper gave us. **[SUPPORTING]**

**Ashley:** Who wants to tell the class our ideas?

**Joey:** I do! **[LISTENING]**

**Molly:** I do! **[LISTENING]**

**Ashley:** One of us should tell the class the name we chose and another what our motto is. **[NEGOTIATING]**

**Molly:** Great idea. Joey, do you want to tell the class our name or motto? **[LISTENING]**

**Joey:** Thanks for giving me first pick! I want to tell the class about our motto. So, you can go first and tell them the name we picked! **[LISTENING]**

**Narrator:** The groups are ready with their name and motto suggestions. Mrs. Cooper asks them to present their ideas. She writes the names and mottos on the board and instructs the students to cast their votes on a piece of paper.

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**Mrs. Cooper:** And the winning name and motto suggestions are... The Bee’s Knees! Buzzing Our Way to Success! I think this is a great name for our class because you are all hard workers and busy bees!

**Narrator:** Molly, Zach, Ashley, and Joey are all excited that the class liked their ideas and are proud that their team worked so well together!



## TIME

35 Minutes

## MATERIALS

Communication in the Environment Worksheet

Media Clips (alternative)

## PREPARATIONS

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

Arrange to have three to five staff members or parents visit your classroom to complete a collaborative task\*

Select age-appropriate video clips to illustrate examples of Communication Bloopers and Boosters in the media (alternative)

*\*An important component of Activity 3.3 is to encourage school staff and/or parents to become involved in what students are learning in your classroom. To prepare for Activity 3.3, arrange to have three to five school staff (e.g., administrative staff; front office staff; school nurse; lunchroom staff) and/or parents visit to complete a collaborative activity with your students. Students will observe the adults engage in a task and record the Communication Bloopers and Boosters they notice in the interaction. Choose a collaborative task that is meaningful and engaging for your students (e.g., making a house of cards; building an object with Legos). Inform adults of the purpose of the collaborative task and provide them with a description of the Communication Bloopers and Boosters (see Reference Guide) prior to their visit if you want them to display examples while they are working on the task together.*

## 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 take the time to practice avoiding Communication Bloopers and using Communication Boosters

## SET THE STAGE

5 minutes

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

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

*Examples: Interrupting; withdrawing; ignoring; supporting; listening; negotiating.*

Explain the purpose of the Communication in the Environment 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! Everyone uses Bloopers and Boosters, even adults! Another purpose is to help us understand how communication (either Bloopers or Boosters) influences people's thoughts, feelings, and behaviors.

## FACILITATE THE ACTIVITY

20 minutes

Introduce the Communication in the Environment activity:

- ▶ Today we have special visitors who will engage in a collaborative task. Our job is to pay close attention and spot the Communication Bloopers and Boosters in their interactions.

Divide students in diverse groups of about four students. Hand out a Communication in the Environment Worksheet to each student and instruct them on how to complete the worksheet.

- ▶ I am handing everyone an observation worksheet. As you're watching our visitors complete their task, take notice of any Communication Bloopers or Boosters they use. Keep a tally of those you observe and make sure to write some examples. Afterward, I'll give you time to discuss your observations with your group. Then, we'll discuss our observations as a class.

Invite the visitors into your classroom and ask them to complete a collaborative task together. When they are finished, provide your visitors with a description of the Communication Bloopers and Boosters and the purpose of the activity. Invite students to help you explain what they have been learning in the past few weeks. Afterward, instruct students to meet briefly with their group members to discuss their observations. Invite your visitors to join one of the groups for the discussion. Circulate the room and provide assistance as necessary.

**ALTERNATIVE:** If you are unable to have school staff or parents visit your classroom for this activity, choose a few age-appropriate media clips (e.g., popular television shows; movie clips; commercials) for the students to observe. Students identify and record the Communication Bloopers and Boosters they observe and discuss their observations with their group members.

### WRAP IT UP

10 minutes

Discuss the experience with students and invite your visitors to join the discussion. Some questions you ask may include:

- ▶ 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.
- ▶ How do you think our visitors felt when they blooped? What do you think they thought? How did they react?
- ▶ How do you think our visitors felt when they received a boost? What do you think they thought? How did they react?
- ▶ Do any of the Communication Bloopers or Boosters you observed also occur in this classroom?
- ▶ How do Communication Bloopers prevent groups from reaching their goal? How do Communication Boosters help groups reach their goal?
- ▶ Now that we've discussed how Communication Bloopers versus Communication Boosters influence peoples' thoughts, feelings, and behaviors, do you think we can bloop less and use more Boosters when interacting with one another and working together 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

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# Communication in the Environment Worksheet

3.3

Grade 4

INSTRUCTIONS: Pay close attention to our special visitors and spot the Communication Bloopers and Boosters in their interactions. Count the number of times each Communication Blooper or Booster occurs in the “Tally” column. Then, in the “Example” column, explain the Communication Booster or Blooper you observed.

| Blooper  | Tally | Examples  |
|--|-------|---|
| Example:<br><i>Interrupting</i>  | II    | — Mr. Foster interrupted Ms. Denny when she was trying to give instructions to the group.<br>— Ms. Denny interrupted Cory when he was sharing his story with the class. |
| Interrupting<br><i>Stopping someone in the middle of what he/she is doing or saying.</i>                         |       |   |
| Withdrawing<br><i>Removing oneself mentally or physically from the group’s task.</i>                             |       |   |
| Ignoring<br><i>Failing to recognize other group members’ needs or perspectives.</i>                              |       |   |
| Booster  | Tally | Examples  |
| Example:<br><i>Supporting</i>  | I     | — Mr. Foster supported Ms. Denny by helping her finish the trees in her diorama.  |
| Supporting<br><i>Encouraging and supporting group members when they need help or become discouraged.</i>         |       |   |
| Listening<br><i>Listening and responding to group members’ ideas and questions.</i>                              |       |   |
| Negotiating<br><i>Problem-solving or compromising when there is a conflict or disagreement within the group.</i> |       |   |



## TIME

45 Minutes

## MATERIALS

Collaboration in Action Record Sheet

Collaboration in Action Word Sheet

Collaboration in Action Communication Blooper and Booster Tickets

Envelopes

## PREPARATIONS

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

Photocopy/print the Collaboration in Action Word Sheet (one per team)

Cut out the words from the Word Sheet and put them into envelopes (one sheet per envelope)

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

## 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 we've been participating in as part of the Communication Unit?

*Examples: We named the Communication Bloopers and Boosters when the script was acted out in front of the class; we watched visitors complete a collaborative task and identified the Communication Bloopers and Boosters in their interactions.*

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

*Examples: Interrupting, Ignoring, and Withdrawing.*

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

*Examples: Listening, Supporting, and Negotiating.*

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 three 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 for the Collaboration in Action (CIA) game.

- ▶ I'm going to place you into teams. Each team will get an envelope of different words. The goal is to create as many complete sentences as possible in 10 minutes. Each word can only be used one time. This means you cannot use the same word in more than one sentence. When you're finished, keep the sentence together so you can count the number you created when the time up.

**OPTIONAL:** Replace the words in the Collaboration in Action Word Sheet with students' weekly vocabulary words. This provides students the opportunity to reinforce material they are learning in class.

- ▶ There will be about six students in each group. Four people in your team will work on creating sentences and two will be assigned the important role of Communication Observers. One observer is responsible for noticing the Communication Bloopers and the other for noticing the Communication Boosters. The Blooper Observers will have tickets in their hands and when they notice someone bloopering, they will 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.
- ▶ Teams will get 1 point for each Booster ticket and deducted 1 point for each Blooper ticket. You will also get 2 bonus points for each sentence you create. Does anyone have any questions?

Divide students into diverse groups with approximately six peers. Assign four people 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, you can assign extra Observers to teams. Provide each team with a Collaboration in Action Record Sheet and each Observer with corresponding tickets. Have Observers stand where it does not interfere with the team's work, but allows them to place tickets in a convenient spot on a table where the team can observe their progress.

Provide students with additional instructions:

- ▶ When I say *go*, your team will have 10 minutes to create as many sentences as possible. Observers, your job is tough! It's not easy identifying Communication Bloopers and Boosters. Just do the best you can and stay focused on what's happening with the team. At the end of the game, we can discuss any questions you had regarding the Communication Bloopers and Boosters. Does anyone have any questions? Ok, Go!

Walk around the room and provide assistance as necessary. It is helpful to make note of some Bloopers and Boosters you hear while circulating. Provide teams 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 share their sentences. Then, ask them to add any bonus points (2 points per sentence) to their record sheet, and congratulate the winning team or teams!

If time permits, 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 Bloopers your team's Observer saw and how you can avoid them in the future. Also, talk about the Communication Boosters that worked well for you and identify strategies you would like improve the next time you work together in groups. Observers, participate in this discussion by providing the team with feedback.

## WRAP IT UP

5 minutes

When the teams are finished, discuss the experience as a class. Ask:

- ▶ What did you think of the Collaboration in Action (CIA) game?
- ▶ Observers, were there any instances in which you had trouble deciding if the team should get a ticket? What are some examples?
- ▶ Team Members, look at your record sheet. Which Communication Blooper gave you the most trouble? How can we work on avoiding it?
- ▶ Which Communication Booster was difficult for your team? Which one was easy?



**Instructions:**

1. Record the names of the Team Members and the Observers
2. Record the Collaboration in Action activity (e.g., Creating Sentences)
3. Count the number of Booster Tickets your team received
4. Count the number of Blooper Tickets 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 |   | Withdrawin<br>g |   | Blooper Points |
|              | + |          | + |                 | = |                |

**TOTAL TICKET SCORE:**

|  |
|--|
|  |
|--|

+

Activity Points

|  |
|--|
|  |
|--|

**GRAND TOTAL:**

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|  |
|--|



## How to Print

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 each page.

|         |        |          |           |             |
|---------|--------|----------|-----------|-------------|
| it      | is     | fun      | working   | in          |
| to      | make   | new      | groups    | can         |
| friends | and    | meet     | be        | a           |
| new     | people | you      | challenge | because     |
| might   | have   | more     | it        | is          |
| in      | common | with     | sometimes | hard        |
| someone | than   | you      | to        | communicate |
| realize | I      | can      | with      | others      |
| change  | my     | thoughts | it        | is          |

|         |          |             |             |             |
|---------|----------|-------------|-------------|-------------|
| and     | feelings | when        | easier      | to          |
| you     | think    | outside     | work        | with        |
| the     | box      | you         | others      | when        |
| don't   | let      | stereotypes | we          | communicate |
| think   | for      | you         | effectively | a           |
| turtle  | avoids   | conflict    | a           | shark       |
| is      | forceful | and         | tries       | to          |
| win     | the      | conflict    | an          | owl         |
| is      | a        | solution    | finder      | when        |
| problem | solving  | are         | you         | a           |
| bully   | victim   | or          | bystander   | kids        |
| in      | this     | class       | provide     | others      |
| with    | support  | the         | is          | with        |

|                  |                  |                  |
|------------------|------------------|------------------|
| ✗ INTERRUPTING ✗ | ✗ INTERRUPTING ✗ | ✗ INTERRUPTING ✗ |
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# Problem Solving





## CONTENTS

This unit contains all resources needed for teaching *Grade 4, Unit 4: Problem-Solving*. Resources include Activities, Games, and Supplemental Materials.

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

### Activity 4.1

**Watch and Learn** — Students identify different conflict styles and evaluate the costs and benefits associated with each style.

### Activity 4.2

**Stop, Think, and Cool Off!** Students practice monitoring and rating their feelings in conflict situations and practice different relaxation strategies to assist them with regulating their emotions.

### Activity 4.3

**Talk It Out and Clear It Up** — Students learn a framework for how to effectively communicate their feelings and thoughts during conflict situations.

### Activity 4.4

**Let's Step It Up** – Students practice resolving conflicts using the Step It Up approach by engaging in role-play with a partner.



## ACTIVITY SNAPSHOTS

### Activity 4.1

**Watch and Learn** — Students identify different conflict styles and evaluate the costs and benefits associated with each style.

### Activity 4.2

**Stop, Think, and Cool Off!** Students practice monitoring and rating their feelings in conflict situations and practice different relaxation strategies to assist them with regulating their emotions.

### Activity 4.3

**Talk It Out and Clear It Up** — Students learn a framework for how to effectively communicate their feelings and thoughts during conflict situations.

### Activity 4.4

**Let's Step It Up** – Students practice resolving conflicts using the Step It Up approach by engaging in role-play with a partner.

## DESCRIPTION

In the Problem-Solving unit, students become aware of different approaches to resolving interpersonal conflict and learn and practice a step-by-step problem-solving approach.

## 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

45 Minutes

## MATERIALS

Unit 4 Home-School Connection Letter

Animals of Conflict Worksheet

Teacher Reference Guide

Conflict-Style Comic Strips

- ▶ “Owen the Owl” Comic
- ▶ “Shay the Shark” Comic
- ▶ “Tyler the Turtle” Comic

## PREPARATIONS

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

Photocopy/print the Animals of Conflict Worksheet (one per student)

Photocopy/print the Conflict-Style Comic Strips (one set per group)

Prepare the Conflict-Style Comic Strips for display on the Smart Board for a class discussion instead of a group activity (alternative)

## GOALS

- ▶ To increase students’ understanding of conflict
- ▶ To introduce students to various conflict resolution styles
- ▶ To increase students’ awareness of the interpersonal costs and benefits associated with 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
- ▶ The best way to resolve conflict depends on the situation

## SET THE STAGE

10 minutes

Remind students of their experiences engaging in the Communication Unit:

- ▶ As part of the Sanford Harmony 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 have we done so far to become better communicators?

*Examples: We learned and practiced Communication Bloopers and Boosters; we observed others communicate in the environment.*

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

*Examples: Listen, Support, and Negotiate; catch ourselves when we "bloop," it takes practice to become better communicators.*

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, strategies used to solve conflict, and how we feel during conflict.
- ▶ We have different ideas about what we think conflict is. Because everyone sees the world in different ways, conflict means very different things. When you hear the word conflict, what comes to mind?

*Examples: Arguments; disagreements; physical fights.*

- ▶ Conflict comes in many forms. Think of when you've had a conflict. What are some examples?

*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.*

- ▶ 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!

## FACILITATE THE ACTIVITY

30 minutes

Introduce the three different problem-solving approaches. Utilize the Teacher Reference Guide when discussing them.

- ▶ We're going to discuss how people resolve conflict. Does everyone deal with conflict in similar ways? Think of how your friends, parents, teachers, coaches, siblings, and grandparents handle conflict. Can you give me some examples?

*Examples: Ignore it; yell and get upset easily; express themselves calmly; listen well; have a difficult time compromising.*

- ▶ People in our lives have different approaches to resolving the same conflict. The same is true for our class! It's important to think of how we resolve conflict because one's attitude and reaction to conflicts can be either helpful or hurtful.
- ▶ We can think about resolving conflict in terms of animal characters. Let's start with an owl. What are some characteristics of an owl?

*Examples: studious; careful; a thinker; smart; problem solver.*

- ▶ How would an owl resolve conflict?

*Examples: Think of different ways to solve a problem; be thoughtful and try to come up with a solution that addresses everyone's concerns.*

- ▶ How about a shark? What are some characteristics of a shark?

*Examples: Forceful; tries to win; domineering; scary.*

- ▶ How would a shark resolve conflict?

*Examples: Physical force; take control of the situation; win the conflict.*

- ▶ How about a turtle? What are some characteristics of a turtle?

*Examples: Slow; doesn't want any problems; hides when scared.*

- ▶ How would a turtle resolve conflict?

*Examples: Hide; be scared; avoid conflict.*

Distribute an Animals of Conflict Worksheet to each student.

- ▶ There's not always one best way to resolve conflict. Most of the time it's best to act like an owl, but there are times when it's good to solve conflict like a turtle or a shark. It depends on the situation. For example, sometimes people ignore conflict, hoping it'll just go away. If a bully on your street is threatening you, what would be the best thing to do?

*Examples: Walk away.*

- ▶ In this situation, you want to be a turtle or a Conflict Avoider. On your worksheet, write some things a Conflict Avoider can do when faced with conflict.

Give students a minute to write their ideas. When they are finished, invite them to share their responses.

- ▶ What is something a Conflict Avoider can do?

*Examples: Walk away during a conflict; change the subject; avoid bringing up the topic; ignore the conflict.*

- ▶ Sometimes people work with others to find a solution that makes both happy. When you and a friend argue about wanting to see different movies, what could you do?

*Examples: Negotiate to find a solution; solve the problem together; find a solution that makes both of us happy, such as seeing one movie this week and the other movie next week.*

- ▶ In this situation, you want to be an Owl or a Solution Finder. On your worksheet, write some things a Solution Finder can do to resolve conflict.

Give students a minute to write their ideas. When they are finished, invite them to share their responses.

- ▶ What can a Solution Finder do?

*Examples: Talk with the other person about the disagreement; state feelings; listen; ask questions; work toward a mutually satisfying solution; offer different solutions; take turns talking about the problem; find a solution together; offer to give up something and ask the other person to do the same; use humor.*

- ▶ Sometimes people just want their own way in a conflict. When your younger sibling wants to play in the street and you don't because it's dangerous, what can you do?

*Examples: Take control of the situation and tell my sibling "we're not playing in the street and that's it."*

- ▶ In this situation, you want to be a Shark or a Conflict Controller. On your worksheet, write some things a Conflict Controller can do to resolve conflict.

Give students a minute to write their ideas. When they are finished, invite them to share their responses.

- ▶ What can a Conflict Controller do?

*Examples: "Win" the conflict at any cost; get physical (hit, push, etc.); yell; criticize; interrupt; threaten; refuse to give in; insist their position is the correct one; bully others.*

- ▶ At the bottom of your worksheet, write some examples of when you want to use each type of conflict style.

Give students a minute to write their ideas. When they are finished, invite them to share their responses.

- ▶ Who can give me some examples of when you'd want to be a Conflict Avoider?

*Examples: The conflict is too hot to handle; there's a danger of physical threat; tempers are flaring.*

- ▶ Who can give me some examples of when you'd want to be a Solution Finder?

*Examples: When I can talk calmly about the problem.*

- ▶ Who can give me some examples of when you'd want to be a Conflict Controller?

*Examples: When someone needs firm guidance in behaving safely.*

Arrange students in small groups of three to four diverse peers. Give each group one set of comics (Owen the Owl, Tyler the Turtle, and Shay the Shark). Do not let students know the name of the comics or which conflict style is associated with each.

- ▶ We're going to look at some comics that represent different ways of handling and resolving conflict. In each comic, the main character is handling the situation as a Conflict Controller (shark), Conflict Avoider (turtle), or Solution Finder (owl). It's your group's job to identify which comic is portraying which conflict strategy. Once the groups are done, we'll discuss each comic as a class and see if your guesses are right! Any questions?

Give students enough time to read through and identify the conflict strategies used. Encourage students to think about which clues led them to make their decisions. When all groups have finished, ask the following questions:

- ▶ What was the conflict between Owen and Mia?

*Examples: They both wanted to play basketball but there was room for only one more player.*

- ▶ How did they resolve the conflict?

*Examples: They took turns playing basketball for an equal amount of time; they played rock-paper-scissors to decide who would play first.*

- ▶ What type of problem-solving approach did Owen use?

*Examples: An owl approach, the solution finder.*

- ▶ Were there any benefits to resolving the conflict in this manner?

*Examples: Owen and Mia each got to play basketball; they felt good about the solution; both reached their goal.*

- ▶ Were there any costs?

*Examples: They couldn't play basketball together because there was room for only one player.*

- ▶ Do you think this was the best way to resolve the conflict?

*Examples: This was a good way to solve the problem because they both got to play basketball; they could have also chosen a different activity to do together.*

- ▶ What was the conflict with Shay and Jordan?

*Examples: They disagreed which movies to watch during a sleepover.*

- ▶ How did they resolve the conflict?

*Examples: Jordan tried to compromise by suggesting they watch both movies instead of choosing one; Shay didn't want to compromise and ended up telling Jordan they weren't going to watch her movie.*

- ▶ What type of problem-solving approach did Shay use?

*Examples: A shark approach, the conflict controller.*

- ▶ Were there any benefits to resolving the conflict in this manner?

*Examples: Shay got to watch what she wanted, but Jordan did not.*

- ▶ Were there any costs?

*Examples: Shay wasn't fair and didn't compromise with Jordan; Shay controlled the situation; Jordan wasn't happy.*

- ▶ Do you think this was the best way to resolve the conflict?

*Examples: No, because Jordan was upset that Shay controlled the situation; Jordan may not want to sleep over at Shay's house again because Shay didn't compromise.*

- ▶ What was the conflict with Tyler?

*Examples: Jeremy brought cookies to school, but Tyler didn't get one because someone took two; Tyler didn't speak up and say he wanted a cookie, too.*

- ▶ How did Tyler resolve the conflict?

*Examples: He let the student have two cookies; he didn't want to cause any problems.*

- ▶ What type of problem-solving approach did Tyler use?

*Examples: A turtle approach, the conflict avoider.*

- ▶ Are there any benefits to resolving the conflict in this manner?

*Examples: Tyler avoided a situation that was uncomfortable for him.*

- ▶ Were there any costs?

*Examples: Tyler didn't speak up for himself; he was disappointed he didn't speak up because he didn't get a cookie.*

- ▶ How could Tyler have handled the conflict differently?

*Examples: Tyler could've said he wanted a cookie when Jeremy asked him.*

## WRAP IT UP

5 minutes

Discuss the experience with your students. Ask:

- ▶ What did you learn about conflict and resolution?
- ▶ Does everyone define conflict or resolve it the same way?
- ▶ Do you think conflict is always good or bad?

*Examples: Good or bad often depends on how the conflict was handled.*

- ▶ When is conflict beneficial?

*Examples: I learn something about a person; I come up with a solution that benefits both me and others; when it stimulates new directions and thoughts about an issue; when I get along better with others.*

## EVERYDAY MOMENTS

- ▶ Instruct students to complete a homework assignment in which they identify conflict strategies present in the media.
- ▶ When conflicts are illustrated in academic materials or occur at school, discuss the three different approaches used to resolve the conflict.







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

**Stop, think, and cool off** involves identifying how you are feeling about the situation (e.g., angry, sad, disappointed) and rating the level of your feeling (using a 1–5 scale). Students will learn to use *Calm Breathing* as a tool to cool off when they are having strong feelings. Once students are feeling calm, they are ready to **Talk It out**. Students will learn how to use *Feeling Statements* and *Request Statements* (called *Clear-It-Up* statements) to express their feelings and perspectives in a respectful way. Afterward, students will learn how to work together to **Evaluate possible solutions and consequences** and **Pick a realistic solution and try it out**.

Resolving interpersonal conflict and learning new skills can be challenging; however, students will become more comfortable resolving problems as they spend time learning and practicing how to Step It Up in various contexts. Below are some Home–School Connection Tips to help your child practice using the Step It Up approach at home. By extending their skills 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.

## HOME–SCHOOL CONNECTION TIPS

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1. When watching TV or movies with your child, discuss the different conflict strategies illustrated. Did the characters use a turtle, shark, or owl approach? Was their approach successful?
2. Discuss the approach that different family members have used to resolve conflict and the costs and benefits of each approach.
3. 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.
4. 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*.
5. 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





1. Write down different examples of how each animal would resolve conflict.

Turtle



*The Conflict Avoider*

*Run away*

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Owl



*The Solution Finder*

*Ask an adult for help*

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Shark



*The Conflict Controller*

*Use physical force*

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2. In what situations would you use each style of conflict?

The Conflict Avoider (turtle):

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The Solution Finder (owl):

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The Conflict Controller (shark):

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*“How would a/an \_\_\_\_\_ resolve conflict?”*

Turtle



*The Conflict Avoider*

Owl



*The Solution Finder*

Shark



*The Conflict Controller*

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## *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*

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## *Owls...*

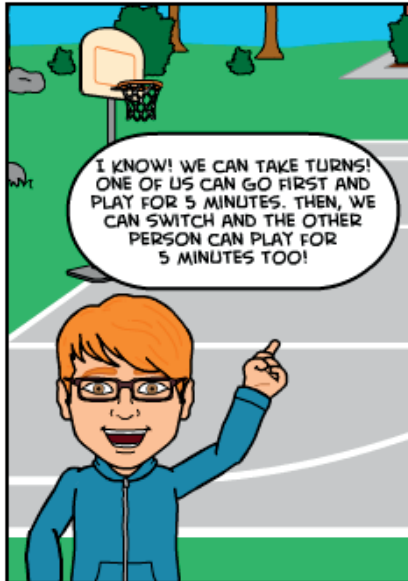
- ▶ *Try to think of many ways to solve problems*
- ▶ *Are thoughtful*
- ▶ *Try to come up with solutions that work for everyone*
- ▶ *Negotiate*
- ▶ *Suggest compromises*
- ▶ *Take into account other's perspectives and feelings*

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## *Sharks...*

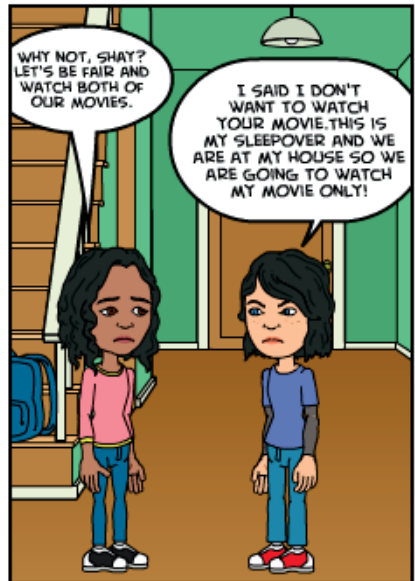
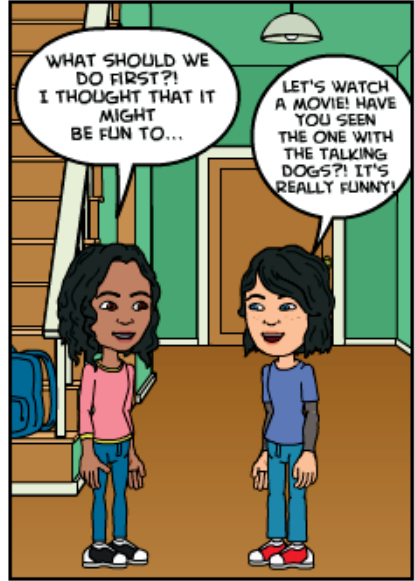
- ▶ *Are forceful*
  - ▶ *Take control of the situation and conflict*
  - ▶ *Want to win at any and all costs*
  - ▶ *Try to intimidate others*
  - ▶ *Are scary*
  - ▶ *Use physical force to get their way or to win*
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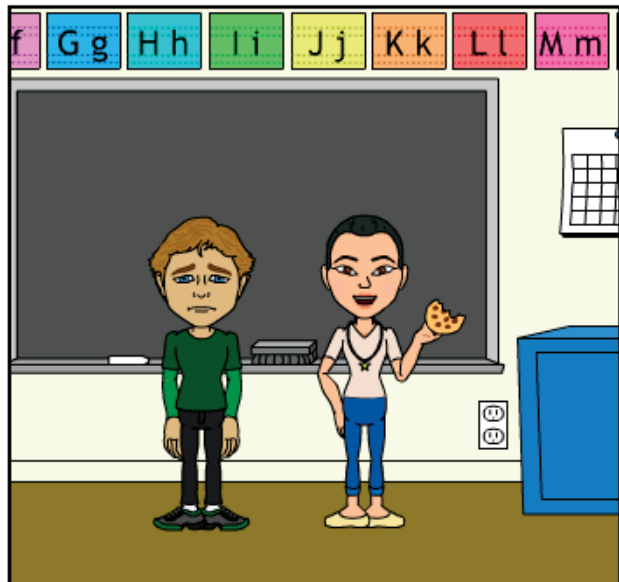
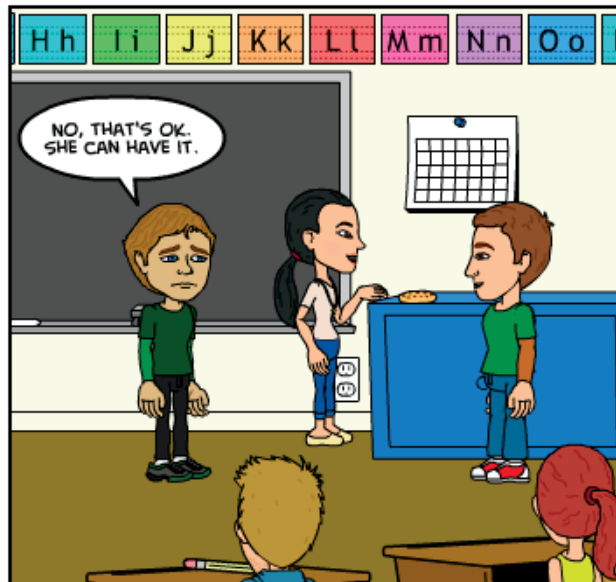
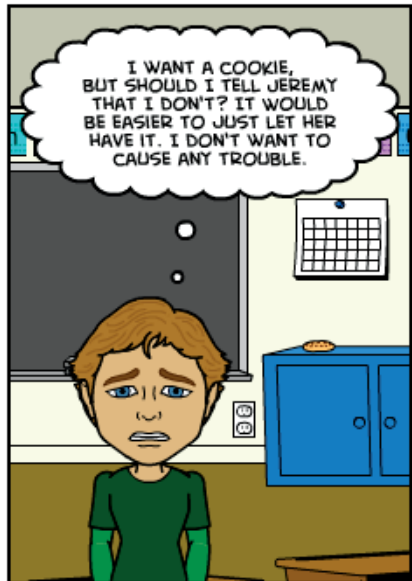
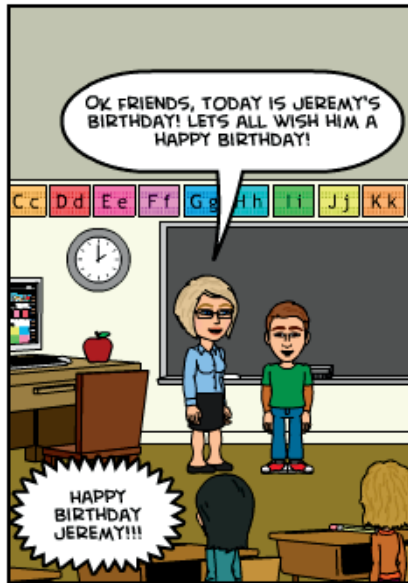














## TIME

50 Minutes

## MATERIALS

Step It Up Poster

Feelings Thermometer Poster

Relaxation Station Signs (1–7)

Relaxation Station Scripts (1–7)

## PREPARATIONS

Find places in your classroom to hang the Step It Up and Feelings Thermometer posters

Choose five to seven Relaxation Stations and hang the Relaxation Station signs in the classroom

Arrange to have five to seven Relaxation Guides (e.g., parents; administrative staff; nurse; school aides; PE teacher) visit the classroom to assist with this activity

Assign each Guide a specific Relaxation Station and provide them with their assigned Relaxation Station Script at least a week before this activity so they have ample time to prepare and become familiar with the strategy

If you are unable to schedule volunteers to visit your room to serve as Relaxation Guides, choose one to two Relaxation Strategies and have your students learn and practice them as a class (alternative)

## GOALS

- ▶ To introduce students to the first step of a problem-solving approach
- ▶ To assist students with identifying and monitoring their own feelings in conflict situations
- ▶ To provide students with strategies they can use to regulate their emotions and relax

## KEY CONCEPTS

- ▶ It is important to pay attention to our feelings during conflict
- ▶ Different people can have different feelings when faced with the same conflict
- ▶ It's important to be calm when we talk to someone about a conflict
- ▶ We can use strategies to calm ourselves when we have strong feelings

## SET THE STAGE

10 minutes

Introduce students to the Relaxation Guides who are visiting your classroom and let students know they will be participating in an activity to learn strategies for handling strong feelings.

Remind students about the Watch and Learn activity and ask them to recall some of the things they learned:

- ▶ Last week, we started talking about different ways people resolve conflict. Who remembers the three different conflict styles in that activity?

*Examples: Solution Finder (the owl); Conflict Avoider (the turtle); Conflict Controller (the shark).*

- ▶ What did you learn from the Watch and Learn activity?

*Examples: There are different ways to resolve conflict; I can choose to avoid conflict (turtle); I can choose to confront others and be aggressive when in a conflict (shark); I can choose to try and find a solution to a conflict (owl); we all have different feelings during conflicts; every conflict situation can be handled differently.*

- ▶ Today we are going to learn more about the Owl's approach to resolving conflict called "Step It Up!"

Display the Step It Up poster, or show it on the smart board.

- ▶ Step It Up is a strategy that includes taking control of your emotions, talking and listening respectfully to others, and identifying effective solutions to resolving conflicts. There are four different steps to the Step It Up approach in resolving conflict. Today, we are going to practice the first step: Stop, think, and cool off!

If students participated in the Sanford Harmony Program previously ask what they remember about the Step It Up approach. Have them share their experiences using Step It Up and to assist other students who are not familiar with this approach. Let students know that the purpose of the activities in this unit will be to gain additional practice using this approach.

- ▶ When we are in a conflict, the first thing we need to do is to stop and think about how we are feeling. What are some feelings we experience when we have a conflict with someone?

*Examples: Angry or mad; frustrated; anxious or nervous; scared or worried; sad; disappointed.*

- ▶ Do you think different people always feel the same way when faced with the same conflict?
- ▶ Probably not. For example, if Mary wasn't invited to one of her friend's birthday parties, she could be disappointed. But, if Jane wasn't invited to one of her best friend's birthday parties, she could be angry.
- ▶ Not only do we have different feelings but also the strength of our feelings is different. Some situations make us more upset than others. For example, some of us get a *little* angry if a friend ate our last piece of gum without asking, and some of us get *really* angry. Remember when we discussed empathy, we learned that everyone has different feelings in different situations.
- ▶ Introduce students to the Feelings Thermometer Poster and explain how to use it to rate their feelings.

- ▶ We can use a Feelings Thermometer to rate the strength of our feelings. Imagine you felt angry that your friend took your last piece of gum without asking. If you felt just a little bit angry, how would you rate your anger?

*Examples: 1 or 2.*

- ▶ What if you felt really angry — if you were about to explode?

*Examples: 4 or 5.*

- ▶ We're learning that sometimes we have really strong feelings and other times our feelings aren't very strong. Is it a good idea to talk to someone about a conflict if our feelings are really strong — such as a 4 or a 5?

*Examples: No!*

- ▶ Why isn't this a good idea?

*Examples: We could say things we don't mean; yell instead of talking calmly; not be in control of our feelings; be too upset to listen and hear what the other person has to say.*

- ▶ When we have very strong feelings, we feel too overwhelmed or upset to resolve the conflict calmly and respectfully. What levels on the Feelings Thermometer would mean that we are ready to talk to someone?

- ▶ *Example: 1 or 2.*

- ▶ We decided that feeling levels 1 or 2 indicate we're in control of our emotions and ready to talk about the conflict, but levels 3, 4, and 5 indicate that we're not quite ready.

- ▶ Let's practice rating our feelings so we'll know when we're ready to talk about conflict.

Instruct each student to take out a small piece of paper or an index card. Invite them to come up with a conflict that may occur at school (e.g., someone makes fun of your new haircut; a student laughs when you answer a question incorrectly; your friends didn't invite you to play a game at recess). Once the class picks a conflict, ask each student to refer to the Feelings Thermometer Poster and write on their index card: (1) How they would feel in this situation; and (2) their feeling level.

Once students have finished writing their responses, instruct them to hold up their cards (or tape or pin them to the front of their shirts), walk around the room, and count how many other students have the same response (e.g., angry, level 3). When finished, briefly discuss the experience. Questions you ask may include:

- ▶ Did everyone have the same feelings?
- ▶ Did everyone rate their feelings at the same level?
- ▶ Did you learn the different ways in which people react to conflict?

## FACILITATE THE ACTIVITY

35 minutes

- ▶ Now that we know how to identify and rate our feelings, let's think about how our bodies react to different feelings. Whenever we have different feelings, our bodies show it! For example, think about a time when you felt angry or mad. What were the anger signs in your body?

*Example: Heart beat faster; face turned red; fists balled up; eyebrows furrowed; arms crossed.*

- ▶ What would happen in your body if you were scared? Excited? Sad?

*Examples: Scared: Sweaty palms; butterflies in the stomach; “fight or flight.” Excited: Feel energized; changes in your heart rate; rise in blood pressure. Sad: Eyes start to tear up; feel like running and hiding from the conflict.*

- ▶ Physical reactions can make it difficult to deal with conflict and get our feeling levels down to a 1 or 2. So, we need to come up with strategies to help us cool off when our feelings are really strong and our bodies are charged up!
- ▶ One way to cool off is to learn how to relax! Think about a time when you felt really angry, sad, scared, or worried. What did you do to feel better and relax?

*Examples: Talk to a friend; play a sport; go for a walk; read a book; count to 10; practice breathing.*

- ▶ There are many different strategies that help us feel better when we have strong feelings. It’s often helpful to learn and practice different strategies because a strategy that works best for one person does not necessarily work best for another.
- ▶ Today, we’ll learn and practice different strategies to help us relax when we have strong feelings. We have different Relaxation Stations set up in our classroom. Each station has a special Relaxation Guide who is visiting our classroom to help guide you through the relaxation exercises. You will spend about 5 minutes at each station and then rotate to the next station.

## WRAP IT UP

5 minutes

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

- ▶ What did you think about the relaxation strategies?
- ▶ Were some strategies more helpful than others? Were some strategies more challenging than others?
- ▶ When would it be helpful to use these strategies?
- ▶ How can we remember to use these strategies when we have strong feelings?
- ▶ Today, we learned different strategies to help us relax when we have strong feelings. For homework, teach someone in your family one of the strategies you learned today. Tomorrow, we’ll share our experiences.







# 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  
and put  
both sides  
of the  
story out  
on the  
table!

E

Evaluate  
possible  
solutions

Come up  
with  
solutions  
that are  
satisfacto  
ry to  
everyone  
involved!

P

Pick a  
realistic  
solution

Pick the  
solution  
that is  
best for  
everyone  
and try  
it out!



# How Are You Feeling?



Angry



Embarrassed



Excited



Happy



Disappointed



Sad

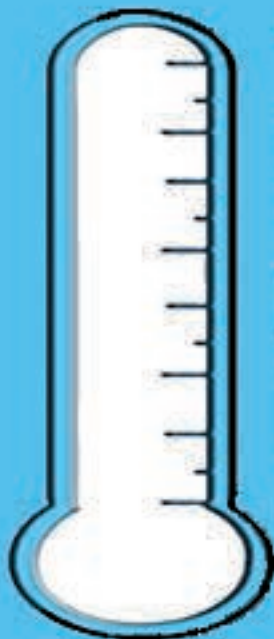


Afraid



Other

# What Is Your Level?



Level 5 – Very Strong

Level 4 – Strong

Level 3 – Neutral

Level 2 – Mild

Level 1 – Very Mild



# Calm Breathing Station

# Visual Imagery Station



# Muscle Relaxation Station

# Dough Molding Station

# Music Station

# Painting Station

# Humor Station



### CALM BREATHING SCRIPT

- ▶ One type of strategy that many people use to help themselves calm down and take control of their feelings has to do with how we breathe. When we have really strong feelings, we take really short, fast breaths! Like this. (Illustrate what rapid breathing looks like.) What do you think happens when we breathe like this?

*Taking short, fast breaths makes our feelings even stronger – we feel more stressed, anxious, and angrier; it makes us dizzy; we could get a headache; it makes our heart race; we could hyperventilate.*

- ▶ Instead of taking short, fast breaths, we can take control of our breathing by slowing it down. It's called Calm Breathing. Calm Breathing is a tool we can use anytime to slow down our breathing and help our bodies relax. Has anyone tried it before?
- ▶ Here's how it works.

*Instruct students in calm breathing. Provide assistance as needed.*

- ▶ Pretend that you're blowing bubbles and you want to blow a *really* big bubble. To make a really big bubble, you're going to need lots of air in your belly. Place one hand on your belly and slowly breathe in a lot of air — through your nose and into your belly. When you do this, only your belly should be moving, nothing else. You only want to breathe air into your belly, not your chest; you should see your hand rise when you fill your belly with air. Hold your breath for 2 seconds. Now, really, really slowly, blow your air out of your mouth, pretending you're blowing a really big bubble. It should about 5 seconds to blow all the air out of your belly. When you do this, imagine your stress and strong feelings leaving your body and going into the bubble. As your stress leaves your body and goes into the bubble, you should start to feel relaxed.

*Repeat about 5 times.*

## VISUAL IMAGERY SCRIPT

- ▶ When you have strong feelings, it's helpful to close your eyes and imagine being someplace else — a place that makes you happy and where you feel stress-free.
- ▶ Today, we'll spend a few minutes going on a special journey where we'll visit a place that makes us feel calm and relaxed.

*Have students sit in comfortable chairs and close their eyes.*

- ▶ Close your eyes and get comfortable in your seat. Take a slow, deep breath and prepare to go on a magical journey.
- ▶ Imagine you're relaxing on a long, white sandy beach. You're lying on a towel on the soft, warm sand listening to the gentle waves of the ocean coming upon the shore. You hear the seagulls talking to each other up above, and you can feel the warmth of the sun on your skin. There's a calm, salty breeze in the air. You notice how the sand feels as you're squishing it between your toes and fingers. A warm wave comes up on shore and just barely touches your toes. You're very relaxed and content listening to the peaceful sounds around you. You want to find something from this beach to take home that reminds you of this peaceful time. You explore the sand and find a beautiful, pearly white seashell, just the right size for your pocket. You're feeling relaxed and stress-free. Take a few moments to enjoy the sounds, the breeze, and the feeling of the warm sun and sand on your skin. When you're ready, return from your journey and slowly open your eyes.



### PROGRESSIVE MUSCLE RELAXATION SCRIPT

- ▶ Sometimes when we're stressed, the muscles in our bodies can become tight and tense. Has anyone ever experienced this?
- ▶ One strategy you can use when you're feeling stressed is to pay attention to the difference between tense muscles and relaxed muscles — and to practice relaxing the muscles in your body. Let's try it!
- ▶ First, sit back in your chair with your feet on the floor and your arms hanging loosely to your sides. Close your eyes, and try to be aware of your whole body. Imagine you have an orange in your left hand. Squeeze the orange in your hand, and imagine you're squeezing all the juice out. Squeeze tightly and feel the tension in your hand and arm as you squeeze. Now, drop the orange. As you drop the orange, imagine the tension leaving your hand. Notice how your muscles feel different when they relax.
- ▶ Next, pretend you have an orange in your right hand. Squeeze as hard as you can — squeeze all the juice out of the orange. Now, drop the orange and imagine the tension leaving your hand, and let go once the juice is squeezed out. Notice how your hand muscles relaxed after you dropped the orange. Let your hands hang down — feeling relaxed. Let's try another exercise!
- ▶ Imagine you're sitting on a bench in a beautiful, green park. A pretty butterfly is flying around your head and looks like it's about to land on your nose! You don't want to scare it away, but you also know that it'll tickle your nose when it lands. Scrunch up your nose and prepare for landing! Try to make as many wrinkles in your nose as possible. Oh, it flew away! Now you can relax your nose! What happens to the rest of your face when you scrunch up your nose? How does it feel? How does it feel to relax your nose?
- ▶ Let's try one more exercise! Sometimes when we get stressed, we notice a lot of tightness in our shoulders. One way to release this tension is to scrunch up our shoulders really tight and all the way up by our ears! Let's try this for 5 seconds: 1..., 2..., 3..., 4..., 5... Bring your shoulders back down. How did it feel to have your shoulders scrunched up? How did it feel when you relaxed your shoulders? (*Repeat this exercise a few times*)
- ▶ When you notice yourself feeling stressed and tense, these exercises are something you can do to relieve some of that stress and feel more relaxed. Think about squeezing the orange, wrinkling up your nose, or scrunching your shoulders.

## PLAYING WITH DOUGH SCRIPT

*Materials needed: Modeling dough or putty*

- ▶ Sometimes when we're stressed, it helps to imagine that the stress is an object, like dough, putty, or sand. Squeezing it, shaping it, and working it through their fingers help to relieve some of this stress. Has anyone ever tried this? Let's give it a shot!

*Provide each student with their own ball of dough or putty.*

- ▶ Take a handful of modeling dough or putty and let's use it to get the stress out of our bodies. You can squish it like a pancake, roll it, mold it into different shapes, or pull it apart. As you're modeling the dough, imagine the stress leaving your body, going down your arms, through your fingers, and into the dough. You no longer have any stress in your body — the dough took the stress away.

## LISTENING TO MUSIC SCRIPT

*Materials needed: Stereo or computer, different types of music (e.g., classical; nature sounds), and headphones for each student (optional)*

- ▶ Music is something that calms us down when we're feeling stressed. Listening to music causes certain areas in the brain to become more active, and this releases certain chemicals that make the brain feel good. Both can make us feel happier and relieve our stress. Some people like to listen to classical or instrumental music, and others find relief with sounds from nature, such as falling rain.

*Play a variety of songs or sounds for students in a quiet area of the classroom. Make sure that students remain quiet with their eyes closed when focusing on the music.*

- ▶ What songs or sounds did you find most calming?
- ▶ Are there other songs or sounds that help calm you when you're stressed?

## PAINTING SCRIPT

*Materials needed: Paper, paint, and paint brushes*

- ▶ Many find that painting and other artistic hobbies help to release stress and tension. By focusing on painting or being creative, your body becomes more relaxed, and this type of relaxation enables you to clear your head and relieve stressful thoughts.

*Provide each student with their own paint supplies and paper.*

- ▶ As you're painting, be aware of the feeling of your brush stroking the paper. It was once blank, and now it's filled with color. Notice the way the colors blend together, creating your own masterpiece and helping it come to life. As you paint, notice you're feeling more relaxed and at ease as the stress is leaving your body.

*(Tip: Consider setting out only blue and yellow paints and explain the different feelings often associated with these colors.)*

- ▶ Notice how there's only blue and yellow paint at the table. This is because certain colors are connected with different feelings. Blue is often associated with tranquility and calmness, and yellow is associated with joy and happiness.

## HUMOR SCRIPT

- ▶ Many find that laughter can help release tension when feeling stressed. Watching a funny show or movie or listening to a friend tell a funny story or joke can make us feel more happy, relaxed, and at ease.
- ▶ When we laugh, we tend to breathe in more air than you would if we weren't laughing. This extra oxygen fills our lungs and fuels our hearts, muscles, and brains; in fact, our brains release chemicals when we laugh called endorphins. Endorphins make us feel happy and relieved.
- ▶ Laughing can also help the blood in our bodies circulate faster because we're breathing deeper and we're moving. This increased circulation helps our muscles feel less tense. Let's see if we can get a good laugh going!

*Allow students to tell their favorite jokes or a funny stories in front of the group. Start it off by telling your favorite joke or funny story. Below are a few jokes to get the fun started!*

- ▶ Q: What do you call a fake noodle?  
A: An impasta!
- ▶ Q: What do you call an underwater spy?  
A: James Pond!
- ▶ Q: What do you call a happy cowboy?  
A: A jolly rancher!
- ▶ Q: Knock, knock — Who's there? Nobel — Nobel who?  
A: No bell, that's why I knocked!
- ▶ Q: Knock, knock — Who's there? Lettuce — Lettuce who?  
A: Lettuce in and you'll find out!
- ▶ Q: Knock, knock — Who's there? Tank --- Tank who?  
A: You're welcome!



## TIME

45 Minutes

## MATERIALS

Talk It Out Scenario Cards

Talk It Out Worksheet

Feelings Thermometer Poster

Active Listening Poster (Unit 3)

## PREPARATIONS

Prepare the Talk It Out Scenario Cards

Photocopy/print the Talk It Out Worksheet (1 per three-person group)

## GOALS

- ▶ To introduce students to the second step of a problem-solving approach
- ▶ To teach students to recognize how the words they use affect others
- ▶ To provide students with a framework they can use to effectively communicate their feelings and perspectives during conflict situations

## KEY CONCEPTS

- ▶ It is important to use non-blaming words when resolving conflict
- ▶ Put-down statements escalate conflict
- ▶ We can learn strategies to effectively communicate our feelings and perspectives during conflict

## SET THE STAGE

15 minutes

Remind students of the Stop, Think, and Cool Off activity and ask them to recall some of the things they learned:

- ▶ Last week, we learned the first step in the Step It Up Approach to problem-solving. Who can tell us what we did in that activity?

*Examples: We learned that people have different feelings when in conflict situations; we learned how to rate the strength of our feelings during conflict; we learned how to use Feeling Thermometers; we completed a worksheet with our buddy using the Feeling Thermometers; we talked about how we should get our feelings to a 1 or 2 before attempting to resolve a conflict; we learned calm breathing to help us control our feelings and calm down.*

- ▶ During the first step of Step It Up, we did three things. First, we identified how we were feeling. Second, we rated our feelings using the Feeling Thermometers. Third, we learned calm breathing to help us cool off, take control of our feelings, and bring our feeling level down to a 1 or 2.
- ▶ Once we know how we're feeling about the situation and are pretty calm, Step It Up approach: Talk It Out (refer to the Step It Up poster). In this step, we practice talking about our feelings and perspectives and listening to those of others.
- ▶ Who remembers what we learned about other people's perspectives when we learned about empathy?

*Examples: We have different feelings in the same situation; to respond in an understanding way; to understand other people's feelings and perspectives; we can tell how people are feeling by looking at their face, body language, and actions.*

- ▶ We learned a lot about showing empathy for someone! To resolve conflict, it's important to use these skills to understand the other person's perspective — even if we're feeling angry or sad about something they did.
- ▶ To understand someone's perspective, we have to listen very carefully to what they're saying. Who can remind us of how we listen to someone?

*Examples: We listen with our eyes, ears, mouth, and body (refer to the Active Listening Poster).*

- ▶ To resolve conflict, not only do we need listen to the other person's perspective but also we need to pay attention to how we share our own feelings and perspectives. Why is this important?

*Examples: We could say things we don't mean if we're angry; we could place all the blame on the other person; we don't want to hurt the other person's feelings; we want them to understand our own feelings and perspectives.*

- ▶ We're going to discuss two different ways to share feelings and perspectives when having a conflict with someone. The first is using a put-down statement. Who knows what a put-down is?



*Examples: A comment in which I blame someone; a comment in which I make fun of someone; I say something to someone to make them feel bad; I try to embarrass someone.*

- ▶ Yes, when we put someone down, we are blaming them, saying something bad about them, or making fun of them in some way. For example, imagine that Mae is upset with Sam because he drank out of her water bottle without asking. What would be an example of a put-down statement?

*Example: "That's so gross! How dare you drink out of my bottle!" "You're so rude! What kind of person drinks out of someone's bottle?" "Ewww! You're so gross! I don't want your germs on my water bottle!"*

- ▶ If Mae said some of these things to Sam, how would he react?

*Examples: Sam would feel sad; they would probably get even angrier; their feelings would be hurt.*

- ▶ Do you think they would resolve the conflict? Why or why not?
- ▶ Would Mae be solving the problem like a turtle, a shark, or an owl?

*Examples: Mae would be solving the problem like a shark.*

- ▶ To solve the problem like an owl — using the Step It Up approach — we'll practice using a different type of statement to express ourselves. Instead of using put-down statements, we'll use clear-it-up statements!

- ▶ We use clear-it-up statements to resolve problems and let the other person know how we are feeling. Instead of blaming the other person, we focus on our own feelings and how we want to resolve the problem.

- ▶ When we clear it up, we usually use at least two types of statements: Feeling Statements and Request Statements. First, we say how we are feeling and, second, we say what we would like to have happen in the future, that is, we make a request. How can Mae tell Sam how she feels using a Feeling Statement?

*Examples: I felt angry when I saw you drinking out of my water bottle without asking; I felt worried when you took a drink from my water bottle because I don't think it's safe to spread germs.*

- ▶ When we use Feeling Statements, the tricky part is making sure we focus on our own feelings and thoughts without blaming the other person. This takes practice. We'll work together to help learn this new skill. Now, let's try coming up with a Request Statement for Mae.

*Examples: I would like it if you ask me first before using my stuff; I would like it if you didn't drink from my water bottle.*

- ▶ So, if we put it all together, once Mae is feeling calm, she could say to Sam: "I felt angry that you drank out of my water bottle without asking. I would like you to ask me first before using my stuff."
- ▶ We are going to do an activity where we practice telling the difference between put-down statements and clear-it-up statements!

## FACILITATE THE ACTIVITY

20 minutes

Randomly distribute the Talk It Out Scenario Cards to students and ask them to find the people in their group. There should be three people in each group. You might need to have two or four people in some groups if your class is not evenly divided by three. Provide students with instructions:

- ▶ I am handing out a card to each person. It will have a scenario, a put-down statement, or blank lines. There will be a number on your card. Once I'm finished handing out the cards, find the two other people in the class who also have your group number. There will be about three people in each group. You'll meet with your group and complete the Talk It Out Worksheet. After you paste the cards on the worksheet, you will need to work together to come up with a clear-it-up statement that'll replace the put-down statement on your sheet. Although there will be 10 groups, there are only five scenarios. This means that two groups will be working to come up with clear-it-up statements for each scenario. Once we're finished, we can see the different clear-it-up statements that groups came up with for the same scenario!

Once students are in their groups, distribute the Talk It Out Worksheet. Walk around the room and provide assistance as necessary.

## WRAP IT UP

10 minutes

At the end of the activity, discuss the experience with your students. Ask each group to report their scenario and responses to the class. In some cases, two groups will have the same scenario. It would be interesting to have these groups compare their clear-it-up statements with each other.

Questions to ask may include:

- ▶ What's different about the put-down and clear-it-up statements?
- ▶ What were some challenges you had with coming up with clear-it-up statements?
- ▶ How would you react to put-down versus clear-it-up statements?
- ▶ Using clear-it-up statements can sometimes be challenging, especially when we have strong feelings during a conflict. How can we help one another use clear-it-up statements in this class?





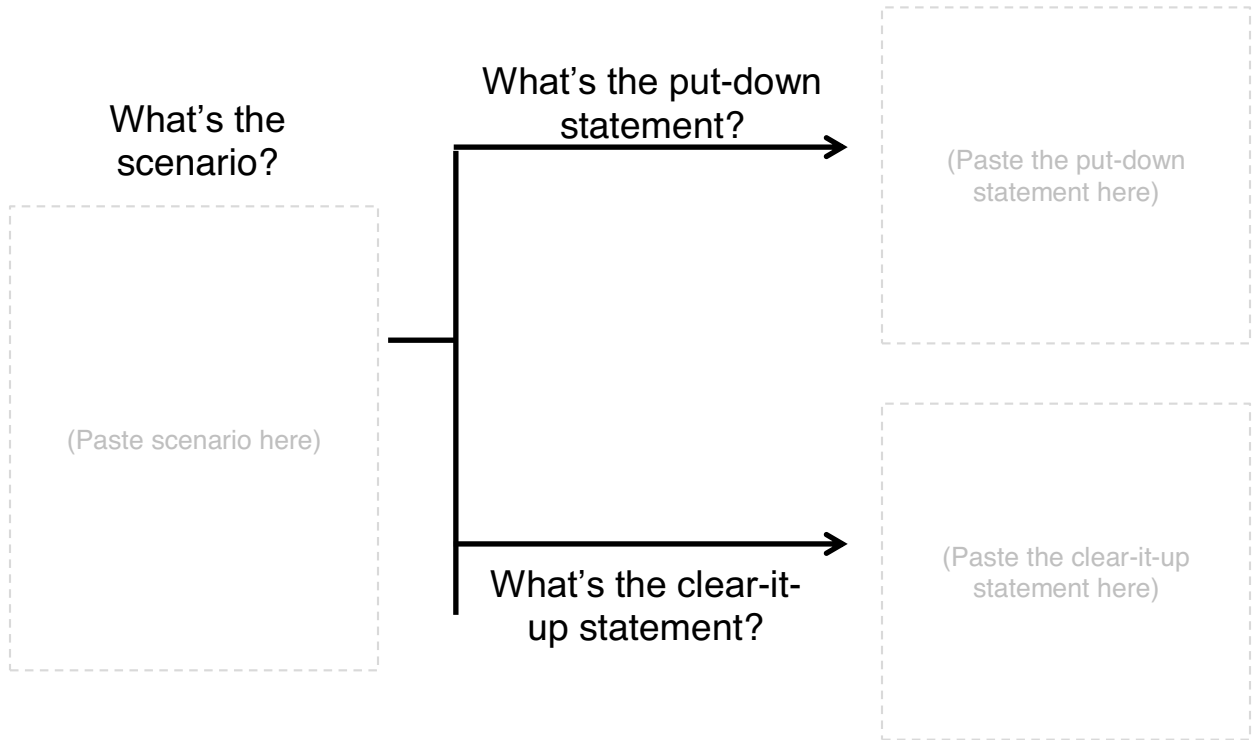


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|--|--|--|
| <p>1. Scenario: Carter is finishing up his math problems when Makenna asks for his answers. When Carter says no, Makenna says "Fine, see if I ever help you!"</p>  | <p>1. Put-down:<br/>"Don't be lazy! You should do your own work!"</p>  | <p>1. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>2. Scenario: Sarah and Oliver always meet at the flag pole after lunch to walk to the playground together. One day, Oliver didn't wait for Sarah and started playing four square without her.</p>   | <p>2. Put-down:<br/>"You didn't wait for me! You're so rude!"</p>  | <p>2. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>3. Scenario: Maggie and Justin are sitting beside each other at the lunch table when Justin asks Maggie for her dessert. Maggie politely says no because she's still really hungry. When Maggie is busy talking to someone else, Justin snatches her dessert and quickly eats it.</p> | <p>3. Put-down:<br/>"Justin you're so selfish! I said that I was still hungry and now I have nothing else to eat!"</p> | <p>3. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>4. Scenario: Riley and Hallie had agreed to be partners for a class project. Later, when the teacher tells the class to pick their partners, Riley chose to work with someone else.</p>   | <p>4. Put-down:<br/>"I'm never going to work with you again, Riley!"</p>   | <p>4. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>5. Scenario: Mrs. Petersen asks Colton to turn the lights back on after watching a video in class. Maya hears this and quickly runs over to turn the lights on.</p>   | <p>5. Put-down:<br/>"She asked me, not you! You never listen, Maya!"</p>   | <p>5. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p> |



|  |  |   |
|--|--|---|
| <p>6. Scenario: Carter is finishing up his math problems when Makenna asks for his answers. When Carter says no, Makenna says "Fine, see if I ever help you!"</p>  | <p>6. Put-down:<br/>"Don't be lazy! You should do your own work!"</p>  | <p>6. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p>  |
| <p>7. Scenario: Sarah and Oliver always meet at the flag pole after lunch to walk to the playground together. One day, Oliver didn't wait for Sarah and started playing four square without her.</p>   | <p>7. Put-down:<br/>"You didn't wait for me! You're so rude!"</p>  | <p>7. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p>  |
| <p>8. Scenario: Maggie and Justin are sitting beside each other at the lunch table when Justin asks Maggie for her dessert. Maggie politely says no because she's still really hungry. When Maggie is busy talking to someone else, Justin snatches her dessert and quickly eats it.</p> | <p>8. Put-down:<br/>"Justin you're so selfish! I said that I was still hungry and now I have nothing else to eat!"</p> | <p>8. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p>  |
| <p>9. Scenario: Riley and Hallie had agreed to be partners for a class project. Later, when the teacher tells the class to pick their partners, Riley chose to work with someone else.</p>   | <p>9. Put-down:<br/>"I'm never going to work with you again, Riley!"</p>   | <p>9. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p>  |
| <p>10. Scenario: Mrs. Petersen asks Colton to turn the lights back on after watching a video in class. Maya hears this and quickly runs over to turn the lights on.</p>  | <p>10. Put-down:<br/>"She asked me, not you! You never listen, Maya!"</p>  | <p>10. Clear-it-up:<br/>_____<br/>_____<br/>_____<br/>_____</p> |

Names of group members: \_\_\_\_\_

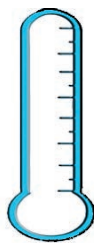


Rate how you would feel if the put-down and clear-it-up statements were directed at you in this scenario.

\_\_\_\_\_  
(Name)

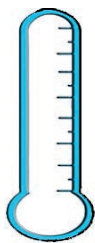
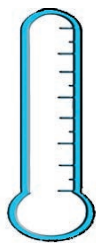
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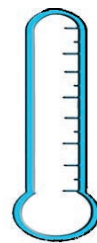
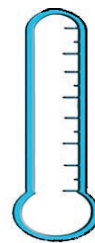
Level 5 – Very Strong  
Level 4 – Strong  
Level 3 – Median  
Level 2 – Mild  
Level 1 – Very Mild

Feeling after put-down



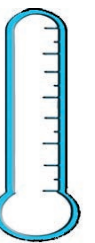
Level 5 – Very Strong  
Level 4 – Strong  
Level 3 – Median  
Level 2 – Mild  
Level 1 – Very Mild

Feeling after clear-it-up  
Feeling after put-down



Level 5 – Very Strong  
Level 4 – Strong  
Level 3 – Median  
Level 2 – Mild  
Level 1 – Very Mild

Feeling after clear-it-up  
Feeling after put-down



Feeling after clear-it-up





# How Are You Feeling?



Angry



Embarrassed



Excited



Happy



Disappointed



Sad



Afraid



Other

# What Is Your Level?



Level 5 – Very Strong

Level 4 – Strong

Level 3 – Neutral

Level 2 – Mild

Level 1 – Very Mild



# Active Listening

- ✓ Pay attention
- ✓ Listen for details



EARS

- ✓ Keep your eyes open
- ✓ Look at the speaker



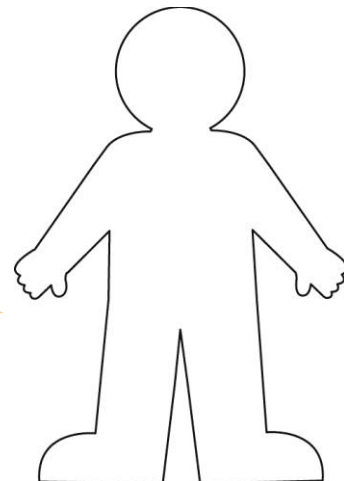
EYES

- ✓ Remain quiet when others are talking
- ✓ Respond when the speaker is finished
- ✓ Show interest by smiling, asking questions, or saying “uh-huh”



MOUTH

- ✓ Face the speaker
- ✓ Stay still
- ✓ Show interest by nodding



BODY



## TIME

35 Minutes

## MATERIALS

Step It Up Worksheet

Conflict Scenario Cards

Step It Up Bookmarks

## PREPARATIONS

Photocopy/print the Step It Up Worksheet (one per each pair)

Cut out the Conflict Scenario Cards and place them in a bowl

Find a place in your classroom where you will keep the Step It Up Worksheets so that students can easily access them when needed

Laminate and cut out the Step It Up Bookmarks (one per student)

## GOALS

- ▶ To introduce students to the final stages in problem-solving
- ▶ To provide students with the opportunity to practice using the Step It Up approach

## KEY CONCEPTS

- ▶ It is important to be respectful of one another's ideas during conflict situations
- ▶ It is important to consider the potential consequences for conflict resolution before you try them out
- ▶ It is important to learn and practice effective approaches to resolving conflict
- ▶ The Step It Up approach is a useful tool for effectively resolving conflict

## SET THE STAGE

15 minutes

Remind students about the Talk It Out and Clear-It-Up activity and ask them to recall what they learned:

- ▶ Last week, we learned the second step in the Step It Up Approach to problem-solving. Who can tell us what we did in that activity?
- ▶ *Examples: We learned the difference between a put-down statement and a Clear-It-Up statement; we learned there are two parts to a Clear-It-Up statement: A Feeling Statement and a Request Statement; we learned that Clear-It-Up statements help resolve problems; we learned that put-down statements can make people feel bad and have strong emotions.*
- ▶ We learned how we can tell people our feelings and perspectives in a respectful way which doesn't point fingers or place blame on anyone. Now, we are ready to learn the last two steps of the Step It Up approach to problem-solving (*refer to the Step It Up poster*). In step three, we'll learn solutions and consequences with whom we're having a conflict, and in step four, we pick one of the solutions and try it out!
- ▶ Let's see what this looks like. Who can provide an example of a conflict at school?

*Example: Carole and Missy always sit together at lunch. Missy invited Raymond to join them at lunch today, but Carole doesn't want to sit with Raymond.*

Write the conflict on the board and record the steps and students' responses to help guide them through the problem-solving process.

- ▶ What's the problem in this conflict?

*Examples: Missy wants Raymond to sit with them at lunch, but Carole doesn't want Raymond to join them.*

- ▶ Let's look at step one of Step It Up: Stop, Think, and Cool Off. How do you think Carole feels? What do you think her level is? How about Missy's feelings and level?

*Examples: Carole (shy, level 3); Brittany (disappointed, level 3).*

- ▶ If Carole and Missy have strong feelings, what strategies can they use to calm down in this situation?

*Examples: Calm breathing; count to 10.*

- ▶ Now that they've identified their feelings and are calm, Carole and Missy are ready to Talk It Out! What Clear-It-Up statements could they use to express their feelings and perspectives to each other?

*Examples: Carole: I was looking forward to eating lunch with you. I don't know Raymond that well and I'm feeling shy about having him join us at lunch. I would like you to check with me first before you ask someone to join us. Missy: I'm feeling disappointed that you don't want Raymond to sit with us at lunch. I thought we'd have fun with him. I'd like you to give it a try.*

- ▶ After Carole and Missy express their feelings and perspectives, they're ready to work together on possible solutions and consequences. In this step, it's important for Missy and Carole to be respectful of each other's ideas and to listen and consider each idea even if they don't like what they hear. Why is this important?

*Examples: Each feels that she's being listened to; they can compromise; they won't like an idea at first, but they could like it if they think about it some more.*

- ▶ They also need to work together to think about the consequences of each possible solution. Why is this important?

*Examples: It'll help them think which solution works best and whether it's fair.*

- ▶ Let's think of possible solutions and consequences for Carole and Missy.

| Solutions   | Consequences   |
|---|--|
| Raymond joins Missy and Carole at lunch.                                    | Missy is happy, but Carole feels anxious about it.   |
| Missy tells Raymond he can't join them.                                     | Carole is relieved, but Missy is sad about it. Also, Raymond's feelings could get hurt.                        |
| Missy eats lunch with Raymond. Carole finds someone else to eat lunch with. | Missy and Raymond enjoy eating lunch together. Carole is disappointed that she is not eating lunch with Missy. |

- ▶ We came up with a good list of some possible solutions and consequences for Carole and Missy. Let's look at the solutions and consequences and decide which solution they should try out.

Have students discuss which solution they want to try if they were in the situation.

- ▶ The last step of Step It Up is to pick a solution and to try it out. Carole and Missy can try out one of these solutions and see how it works. If it doesn't seem to be working, they can go back to their list and see if something else works better.
- ▶ You worked really hard at solving the problem for Carole and Missy! As you can see, problem-solving can be challenging sometimes. To help us become expert problem-solvers, we're going to need to work together to learn and practice how to Step It Up! You're going to spend the rest of this activity practicing how to Step It Up with your buddy!

## FACILITATE THE ACTIVITY

15 minutes

Place students with their buddies and distribute the Step It Up Worksheet to each pair. Provide instructions.

- ▶ For this activity, you're going to role-play and work with your buddy to Step It Up. Each buddy pair will get a different scenario. First choose a role in the scenario. Then, use the Step It Up Worksheet to work together to resolve the conflict.

Place the Conflict Scenario cards in a bowl and allow students to pick their scenario.

## WRAP IT UP

5 minutes

At the end of the activity, invite a few buddy pairs to share their responses with the class. Questions to ask students include:

- ▶ What did you learn about resolving conflict?
- ▶ What was most challenging in using the Step It Up approach?
- ▶ Do you think there's always a "right" solution when you're in a conflict with someone? Why or why not?

Discuss the process for using Step It Up when conflicts arise at school.

- ▶ We're going to use the Step It Up approach when we have conflicts at school. Blank copies of the Step It Up worksheet will be kept in a folder in our classroom. When there's a conflict, I'm going to ask you to use these worksheets to help you resolve the problem. Does anyone have questions or suggestions on how this is going to work?
- ▶ To help us remember the Step It Up approach, I'm going to distribute Step It Up bookmarks to everyone! You can either bring these home or use them at school!

**TIP:** If some students disagree about their roles in the scenario, recommend the Step It Up approach to resolve this conflict before moving on to the activity.

## EVERYDAY MOMENTS

- ▶ Utilize the language taught in this unit to reinforce and generalize the concepts into your daily routine (i.e., Step It Up, Clear-It-Up, Feeling Statements, Request Statements).
- ▶ Prompt students to use the Step It Up worksheet when conflicts occur in the classroom. Keep these worksheets in an accessible place for students.
- ▶ Schedule regular times for students to discuss conflicts that occur in the classroom (e.g., during Meet Up).
- ▶ Keep the bowl of conflict scenarios in an accessible place in the classroom. During free time, encourage students to pick a conflict from the bowl so they can practice using the Step It Up approach. Invite students to submit their own conflicts to the bowl.
- ▶ Designate a Step It Up corner in your classroom where students can go to resolve conflicts.
- ▶ Provide training to school staff (e.g., lunchroom staff, playground staff, after school staff) on the Step It Up approach. Distribute worksheets so that students are reinforced and encouraged to use this approach in these contexts.
- ▶ Invite guardians to a discussion group on problem-solving and how the students are using the Step It Up approach in your classroom. Facilitate a discussion on how Step It Up could be used in the home environment.







Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

What's the problem?

---

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---

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*Now that you've identified the conflict, Step It Up!*

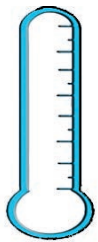
Stop, think, and cool off:

Student 1: How are you feeling? What is your level?

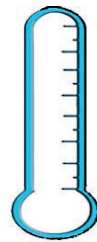
Student 2: How are you feeling? What is your level?

\_\_\_\_\_  
(Emotion)

\_\_\_\_\_  
(Emotion)



Level 5 – Very Strong  
Level 4 – Strong  
Level 3 – Median  
Level 2 – Mild  
Level 1 – Very Mild



Level 5 – Very Strong  
Level 4 – Strong  
Level 3 – Median  
Level 2 – Mild  
Level 1 – Very Mild

Do either of you need to calm down? If so, what technique will you use?

---

Talk it out:

Student 1: Use a Clear-It-Up statement to express your perspective.

*I feel...* \_\_\_\_\_

*I would like...* \_\_\_\_\_

Student 2: Use a Clear-It-Up statement to express your perspective.

*I feel...* \_\_\_\_\_

*I would like...* \_\_\_\_\_

When using Clear-It-Up statements, remember to:

1. State your feeling
2. State your request

Evaluate possible solutions and consequences:

Think of possible solutions to the problem and write them down. Then, think of consequences, good or bad, that could result from picking that solution.

| Solutions | Consequences |
|-----------|--------------|
| 1.        | 1.           |
| 2.        | 2.           |
| 3.        | 3.           |
| 4.        | 4.           |

Pick a realistic solution:

Which solution was chosen?

---

Are you both willing to try out this solution?

Student 1:

- Yes  
 No

Student 2:

- Yes  
 No

*(If one or both of you checks "No," try to Step It Up again with a new worksheet or ask your teacher or another adult for help! If your solution doesn't work, pick and try out another solution from your list above!)*



**Way to Step It Up!**



|  |  |  |
|--|--|--|
| <p>1. Taylor is all set to babysit Alex's little brother on Friday night. Alex can't babysit because he has a birthday party to go to. When Friday night comes, Taylor backs out at the last minute to go to a pool party, and Alex is left to babysit his little brother.</p> | <p>2. Taylor's mom bought her a bag of her favorite candy. Taylor offers to share with Alex when he comes over to watch a movie that night, but Alex ends up eating the whole bag and leaves none for Taylor.</p>  | <p>3. Alex just got a brand new scooter for his birthday. He offers to let Taylor ride it and tells her to put it away in the garage when she's done. When he gets his scooter out the next day, the wheel is broken.</p>  |
| <p>4. Alex keeps a stash of his favorite gum in a secret place in the pantry, and Taylor is the only other person who knows where he keeps it. One day, Alex found that his gum stash is empty.</p>  | <p>5. Alex and Taylor are just getting to the playground after lunch and they are arguing about what to do during recess. Alex wants to play kickball but Taylor wants to swing.</p>   | <p>6. Alex and Taylor are playing four square when another ball comes and bumps Alex's arm, causing him to throw his ball out of bounds. Alex wants a "do-over," but Taylor doesn't think that's fair.</p>   |
| <p>7. Taylor gets a bad grade on her spelling quiz and quietly tells Alex so he could cheer her up. Later that day, Taylor hears Alex making fun of her bad grade with another student in the class.</p>   | <p>8. Taylor and Alex are given the task of teacher's aides for the week. Alex knows that Taylor's favorite job is to pass out the papers, but Taylor repeatedly volunteered for the job whenever the teacher put the papers in the bin to be handed back.</p> | <p>9. In gym class, Alex and Taylor are asked to be partners for a jump rope exercise. Taylor is messing around while Alex is trying to keep up with the teacher. The teacher sees Taylor messing around and yells at both.</p>  |
| <p>10. In music class, Alex is tipping back in his seat, falls back, and accidentally kicks Taylor's instrument out of her hands. The teacher yells at both for messing around, even though Taylor was sitting quietly.</p>  | <p>11. In art class, Alex and Taylor are excited to paint their ceramic vases, but there is only enough green glaze left for one vase. Both want to paint their vases green.</p>   | <p>12. In the library, Taylor and Alex are excited to play the brand new game on the library computer. Taylor and Alex get to the computer at the same time and have to decide who gets to play first.</p>   |
| <p>13. Alex and Taylor decide they will both have really crazy hair for Crazy Hair day, but when Taylor gets to school, Alex's hair is its usual style.</p>  | <p>14. Taylor is busy taking her math test with the rest of her classmates when Alex gets up to sharpen his pencil. The sharpener is right next to Taylor's desk, and Taylor sees Alex looking at her answers.</p>   | <p>15. It's time for Alex and Taylor to present their science project to the class. Because Alex spent more time working on the project display, they agree that Taylor will present. When they get up to the front of the class, Taylor looks to Alex to start talking.</p> |



Sanford says to...



**S**top, think, and cool

off

**T**alk it out

**E**valuate possible

solutions

**P**ick a realistic

solution

**IT**

**UPI!**

Sanford says to...



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**UPI!**







# Peer Relationships





## CONTENTS

This unit contains all resources needed for teaching *Grade 4*, 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

**Clique Busters** — Students engage in exercises that illustrate how social cliques can be exclusive and harmful. Students develop and commit to using strategies to create a socially inclusive environment in their classroom and school.

### Activity 5.3

**I've Got Your Back** — Students identify specific ways they can provide support to each other and practice engaging in these behaviors during a gradewide competition.

### Activity 5.4

**Battle the Bullies** — Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play-writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.



## 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

**Clique Busters** — Students engage in exercises that illustrate how social cliques can be exclusive and harmful. Students develop and commit to using strategies to create a socially inclusive environment in their classroom and school.

### Activity 5.3

**I've Got Your Back** — Students identify specific ways they can provide support to each other and practice engaging in these behaviors during a gradewide competition.

### Activity 5.4

**Battle the Bullies** — Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play-writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.

## DESCRIPTION

The Peer Relationships Unit promotes positive interactions and relationships between students and their peers. Students identify the qualities important to friendships, learn about social cliques, develop strategies for promoting social inclusion, practice providing their peers and classmates with support, and practice effective ways for handling bullying situations.

## 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 lines.

## 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 important to be mindful of the qualities we look for in a friend
- ▶ 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:

- ▶ Throughout this school year, we've participated in different Sanford Harmony Program activities. The purpose of these activities has been to give us a chance to learn about one another, build a positive classroom community, and learn effective ways to interact with one another. What have we learned so far this year?

*Examples:* We learned about our similarities/differences; the personal items our classmates value; how stereotypes negatively affect us; how to replace stereotyped thoughts with Fresh Thoughts; how to use Communication Boosters and avoid using Communication Bloopers; how to empathize with our classmates; how to use the Step It Up approach to resolve conflicts with our classmates.

- ▶ We're beginning a new unit — the Peer Relationships unit. The activities within this unit give 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're going to discuss our friendships. Friends are important throughout our lives, but what makes a good friend could change as we get older. For today's activity, we're going to think about what makes a good friend in fourth grade.

- ▶ We'll discuss personal characteristics we think friends should have and the activities we like to do with our friends. Personal characteristics mean qualities or traits. For example, what would you say if I asked you which personal characteristics doctors should have?

*Examples:* Caring; hardworking; knowledgeable of illnesses, diseases, and medicine; honest; good with people; responsible; being a good listener.

- ▶ The purpose of today's activity is for each of you to better understand what you and your classmates look for in a friend.

If your students participated in the Sanford Harmony Program in previous years, ask them what they remember about the friendship activities. Let them know that, this year, they will continue to talk about friendships, because now that they are in fourth grade, their ideas about friendships may have changed!

## FACILITATE THE ACTIVITY

25 minutes

- ▶ I'm going to be 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'm going to 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” or “Yes” and “No” signs to help students remember what side of the line corresponds with each response.

Demonstrate two (e.g., I like friends who are funny; I like to go to scary movies with my friends) to show them which side of the line to stand on to indicate whether they agree or disagree with the statement and to illustrate how to use the distance from the line to reflect their level of agreement.

Read 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 Karen is standing from the line. You really don't like going to scary movies 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 and encourage them to consider social factors that contribute to gender differences. Comments and questions can include:
  - ▶ Notice how only boys are standing to the right of the line for playing hockey with their friends. Why do you think this is?

*Examples: People tend to think hockey is for boys, so girls might feel funny or discouraged from playing hockey even if they would like to play; some boys might not invite a girl to play hockey because they assume that she won't want to play.*

- ▶ Let's think back to the problems with stereotyping that we previously talked about. Why is it problematic if we think that only certain characteristics are true for 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 an other-gender peer because we assume that 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 are 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 Fresh Thoughts — 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? Why or why not?

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?

*Example: Yes – we can learn from each other.*

**TIP:** Remind students about the 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?

*Example: 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 me; for example, I want them to be respectful, but I don't care if they like pepperoni pizza! I would love it if my friends were friendly like me, but I don't really care if they're a boy or girl!*





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. In our Clique Busters activity, students work together to identify strategies for preventing cliques in our classroom and school. Ask your child about the strategies we used in our Clique Busters Pact and reinforce these behaviors when your child is interacting with his/her peers in your neighborhood and community.
3. Over the next couple weeks, our class will work on being supportive of each other. I am going to 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!
4. 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 friends who are \_\_\_\_\_

I like friends who are \_\_\_\_\_

I like friends who are \_\_\_\_\_

I like friends who are \_\_\_\_\_

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I like to \_\_\_\_\_ with my friends.

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 **kind**? If you are, put a ✓ in the “You” column.  
Do you want your friend to be kind? If so, put a ✓ in the “Friend” column.
- Are you **strong**? If you are not, leave the “You” column blank.  
Do you want your friend to be strong? If it doesn’t matter, put DM in the “Friend” column.
- Are you **shy**? If you are, put a ✓ in the “You” column.  
Do you want your friend to be shy? If not, leave the “Friend” column blank.

| Characteristic | You | Friend |
|----------------|-----|--------|
| Kind           | ✓   | ✓      |
| Strong         |     | DM     |
| Shy            | ✓   |        |

Now you try!

| Characteristic                | You | Friend |
|-------------------------------|-----|--------|
| Enjoys riding bikes           |     |        |
| Likes pepperoni pizza         |     |        |
| Girl                          |     |        |
| Respectful                    |     |        |
| Trustworthy                   |     |        |
| Artistic                      |     |        |
| Likes swimming                |     |        |
| Brunette                      |     |        |
| Good at sports                |     |        |
| Plays an instrument           |     |        |
| Friendly                      |     |        |
| Boy                           |     |        |
| Speaks more than one language |     |        |
| Musically talented            |     |        |
| Loves animals                 |     |        |
| Loves chocolate cake          |     |        |
| Bossy                         |     |        |
| Good at dancing               |     |        |
| Was born in AZ                |     |        |
| Has more than one pet         |     |        |
| Good at science               |     |        |
| Quiet                         |     |        |



## TIME

45 Minutes

## MATERIALS

Teacher Reference Guide

Peer Exclusion Worksheet (Versions A & B)

Poster Board

Marker

A large balloon

## PREPARATIONS

Familiarize yourself with the script in the Teacher Reference Guide

Photocopy/print the Peer Exclusion Worksheets (one per group; half of the groups will get Version A, and the other half will get Version B)

Create a spot in the classroom to hang the Clique Busters Poster

## GOALS

- ▶ To help students become aware of the difference between friendship groups and cliques
- ▶ To help students identify how cliques exclude and are hurtful to others
- ▶ To motivate students to be socially inclusive
- ▶ To encourage students to commit to engaging in socially inclusive behaviors

## KEY CONCEPTS

- ▶ Friendship groups and cliques are different
- ▶ Cliques exclude and are hurtful to others
- ▶ It's important to include others
- ▶ We can work together to make sure everyone feels included and respected

## SET THE STAGE

5 minutes

Ask students to recall the What Makes a Friend? activity. Questions to ask:

- ▶ Last week, we started talking about friendships. Who can tell me what we did during our friendship activity?

*Examples: We talked about the characteristics we look for in a friend; we played a line game to show what we look for in our friends and what we like to do with them; we completed a worksheet that asked us to think whether we like to have friends who are similar or different than us.*

- ▶ What were some of the things you learned from this activity?

*Examples: It's important to think of the kinds of friends we want to have; it's important to think of how we want to treat our friends; we can learn a lot from friends who are different from us.*

- ▶ Having a group of friends is important and fun. Friends offer us support when we need it and give us the opportunity to practice important skills, such as listening, sharing experiences, and being respectful.
- ▶ Although being a part of a friendship group is fun and valuable, there are times when friendship groups can be challenging or when they do things that are hurtful. For example, the group excludes others, saying they can't hang out with them because they're different in some way.

- ▶ These types of groups often set up rules for being in the group — they “kick” people out and tell them they won't be friends anymore if they hang out with someone they don't like. Does this sound familiar?
- ▶ Does anyone know what these types of groups are called?
- ▶ These types of groups are called cliques. A clique is a group of people who exclude others and who often have strict rules that group members must follow if they want to stay in the group. Today, we're going to talk about why cliques are harmful and how we can avoid them.
- ▶ We're going to start off by imagining how it feels to be excluded from your peers and not have anyone to hang out with at school. I'd like everyone to close your eyes and put your head down on your desk. Imagine yourself in the situation I'm about to describe to you.

Read students the Peer Exclusion Script in the Teacher Reference Guide. When you are finished reading the script, ask students to slowly open their eyes. Discuss the experience. Some questions to ask:

- ▶ How would you feel if this happened to you?

Instruct students to refer to the Feeling Thermometer Poster to indicate how they would feel and to rate their feeling level.



- ▶ Can you imagine something like this really happening to someone at school?
- ▶ Can you identify the cliques in this situation?
- ▶ Would you ever want to be in this situation?
- ▶ Would you ever want to put someone else in this situation?

## FACILITATE THE ACTIVITY

25 minutes

Place students in groups of approximately four. Distribute one Peer Exclusion Worksheet to each group (either Version A or Version B). Instruct students to work together to complete and discuss the questions.

Walk around the room and provide assistance as necessary. When students are finished completing the worksheet, ask them to share their responses with the class. For the groups who had the same scenario, prompt them to compare their responses with each other.

When students are finished sharing their responses, introduce the Clique Busters exercise.

- ▶ Everyone came up with great strategies for handling situations when cliques exclude or do things that are hurtful to others. Do we agree that cliques are harmful and that we don't want them at our school?
- ▶ Great! Let's work together to come up with some strategies for preventing cliques in our classroom and at our school. We can call the strategies that we come up with our "Clique Busters Pact!"

- ▶ What strategies should we include in our Clique Busters Pact? These are behaviors to ensure that everyone feels included and respected in our class and school.

*Examples: Invite someone to join our group if you see them standing alone; make an effort to talk to someone new every day; if we see someone being excluded, offer to hang out with them; if we see someone excluding a student, remind them of our Clique Busters agreement*

Record students' ideas on the board. Once they have finished sharing, ask them to vote on the strategies they want to include in their Clique Busters Pact. Record the Clique Busters solutions on a poster board, and ask students to sign their names on it. Display the Clique Busters Poster in the classroom.

## WRAP IT UP

15 minutes

When you are finished developing your Clique Busters Pact, ask students to discuss their experience engaging in the activities. Some questions to ask:

- ▶ Why do people join cliques?
- ▶ Why do cliques exclude and do harmful things to others?
- ▶ Why do cliques have rules for membership?
- ▶ How can we encourage one another to follow our Clique Busters Pact?
- ▶ How will our classroom change if we follow our Clique Busters Pact?



### Peer Exclusion Script

It's your first day back to school after summer break. You walk into your new classroom feeling a bit disappointed because your closest friends are in a different classroom. You sit down at your desk and look around. You notice the other students talking and laughing with each other, sharing stories about their summer vacations. Eventually, you see two students whom you sort of know. You decide to walk up to them and join their conversation. As you approach, they quickly stop talking and look at you. You introduce yourself and ask them about their summer. One of them rolls their eyes and says in an annoyed voice, "We already talked about our summer." The other one snickers, and both of them walk away. You go back to your desk feeling embarrassed and upset. Throughout the morning, you try to pay attention to the teacher, but you're finding it difficult because the two students you tried to talk keep looking over at you and laughing. When lunch rolls around, you look for your friends who're in the other classroom. You feel relieved when you find them sitting together at a table. You plop down at their table and start telling them how upset you are that you're stuck in the other classroom. One of your friends quickly interrupts and tells you that you can't sit with them because they already promised other students they can sit there. You feel surprised and ask, "Are you serious?" They all nod their heads and tell you to find someone in your new classroom to sit with at lunch. As you get up and walk away, you hear one of your *friends* make fun of the shirt you're wearing. When you turn around to see who made the comment, you notice all of your *friends* looking in your direction, whispering and laughing. You look around the lunchroom and can't find anyone to sit with. You finally find a spot at a table with a bunch of students you don't know. You sit down, but they continue to talk and laugh with each other and ignore you whenever you try to say something. You sit there and quietly eat your lunch — all by yourself. All alone.



# Peer Exclusion Worksheet

## Version A

5.2

Grade 4

**INSTRUCTIONS:** Read the scenario below and answer the questions that follow.

Alison, James, Jeff, and Mackenzie have been best friends since the first grade. They spent summer break together and are excited that they all got the same teacher for fourth grade, Mr. Miller! School starts, and the semester is going great until... Mr. Miller assigns the first group project. He tells the class that the groups can consist of only three people! Alison, James, and Jeff quickly group together, leaving Mackenzie out. Mackenzie walks over and asks if they've already decided on their group. Alison says, "Yep; you're out Mackenzie. Sorry, but if we can only have three in our group, then you're definitely the first to go!" Alison and James snicker, but Jeff remains quiet and looks down.

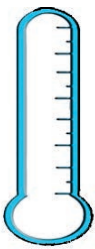
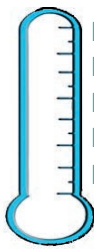
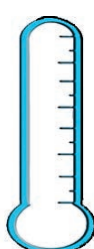
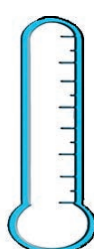
1. Who are the individuals in the clique?

---

2. Who excluded someone? Whom did they exclude?

---

3. Use the Feeling Thermometers to record what you think each character was feeling and the level of their feeling:

| Alison   | James  | Jeff   | Mackenzie  |
|--|--|--|--|
| (Feeling)  | (Feeling)  | (Feeling)  | (Feeling)  |
|  Level 5 – Very Strong<br>Level 4 – Strong<br>Level 3 – Median<br>Level 2 – Mild<br>Level 1 – Very Mild |  Level 5 – Very Strong<br>Level 4 – Strong<br>Level 3 – Median<br>Level 2 – Mild<br>Level 1 – Very Mild |  Level 5 – Very Strong<br>Level 4 – Strong<br>Level 3 – Median<br>Level 2 – Mild<br>Level 1 – Very Mild |  Level 5 – Very Strong<br>Level 4 – Strong<br>Level 3 – Median<br>Level 2 – Mild<br>Level 1 – Very Mild |

4. What do you think Mackenzie should have done?

---

5. What could Alison have done differently?

---

6. If you were part of the clique, how could you support or stick up for Mackenzie?

---



# Peer Exclusion Worksheet

## Version B

5.2

Grade 4

**INSTRUCTIONS:** Read the scenario below and answer the questions that follow.

Troy just moved to a new school and is nervous about making friends. Anna, a student in Troy's class, invites him to spend recess with her and her friends, Taryn and Matt. When it's time for recess, Troy walks over to Anna and her friends who are out on the tetherball courts. Anna introduces Troy, and Taryn smiles and says hi. However, Matt sneers at Troy and says, "We don't need any more people to play tetherball. Why don't you just go swing by yourself, new kid!?" Taryn laughs, but Anna remains quiet and watches Troy walk over to the swings and stay there for the rest of recess.

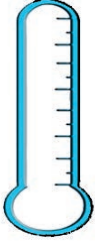
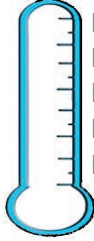
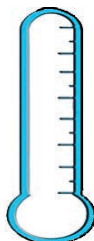
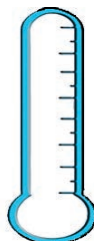
1. Who are the individuals in the clique?

---

2. Who excluded someone? Whom did they exclude?

---

3. Use the Feeling Thermometers to record what you think each character was feeling and the level of their feeling:

| Troy   | Anna   | Matt   | Taryn  |
|--|--|--|--|
| (Feeling)  | (Feeling)  | (Feeling)  | (Feeling)  |
|  Level 5 – Very Strong |  Level 5 – Very Strong |  Level 5 – Very Strong |  Level 5 – Very Strong |
| Level 4 – Strong   | Level 4 – Strong   | Level 4 – Strong   | Level 4 – Strong   |
| Level 3 – Median   | Level 3 – Median   | Level 3 – Median   | Level 3 – Median   |
| Level 2 – Mild   | Level 2 – Mild   | Level 2 – Mild   | Level 2 – Mild   |
| Level 1 – Very Mild  | Level 1 – Very Mild  | Level 1 – Very Mild  | Level 1 – Very Mild  |

4. What do you think Troy should have done?

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5. What could Matt have done differently?

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6. If you were part of the clique, how could you support or stick up for Troy?

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## TIME

30 Minutes

## MATERIALS

Marker

Poster board

I've Got Your Back Tickets (optional)

A bowl or box to store tickets/chips/marbles

## PREPARATIONS

Prepare the I've Got Your Back Tickets (optional)

Collaborate with the other fourth grade teachers to decide on a reward for the classroom who wins the I've Got Your Back competition

**TIP:** If you are implementing the SHP Meet Up component, you may want to complete this activity during your designated Meet Up time.

## 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's important to support our classmates
- ▶ We can practice being more supportive to our classmates
- ▶ Providing support to our classmates helps create a positive classroom environment

## SET THE STAGE

5 minutes

Ask students to recall the What Makes a Friend? Activity and Clique Busters activities.

- ▶ For the past couple of weeks, we've been talking about friendships and including others. What were some of the activities we participated in together?

*Examples: We talked about the characteristics we look for in a friend; we talked about the importance of having friends who are both similar and different from us; we learned about cliques; we came up with a Clique Busters Pact so we can create an inclusive classroom environment.*

- ▶ When we talked about friendships, what were some of the characteristics we wanted our friends to have?

*Examples: Honesty; includes me in activities; helps me when I'm having strong feelings.*

- ▶ What behaviors did we agree to include in our Clique Busters Pact? How have we been doing this week following our Pact?
- ▶ We've been working very hard this school year on creating a positive classroom community. The class should be proud — getting along with others and consistently being a good friend and classmate can sometimes be challenging! It takes a lot of practice. Today, we're going to continue working together to create a classroom where each person feels supported and respected.

## FACILITATE THE ACTIVITY

20 Minutes

- ▶ To help our class practice being supportive to one another, we're going to participate in a competition with the other fourth grade classrooms!

**ALTERNATIVE:** If the other fourth grade classrooms are not implementing SHP or you are unable to coordinate with them, you can create a class reward system where your entire class gets a special reward once they obtain a specified number of tickets/chips/marbles.

If students participated in the SHP in third grade, ask them to discuss their experience participating in the "I've Got Your Back" competition. Let them know they will be participating in a similar competition this year so they can practice additional ways to be a supportive classmate.

- ▶ To prepare for this competition, our class is going to first brainstorm a list of specific ways we can support one another in school — in this classroom, in the lunchroom, and even on the playground. We're going to call these "I've Got Your Back" behaviors! Who can tell me what it means?
- ▶ *Examples: It means we're there for someone if they need us; it means we'll stick up for someone; it means we're there for someone no matter what.*
- ▶ What are ways you can show classmates you have their back and that you would want them to show you they have your back?
- ▶ *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 understand how to do an assignment if they're having trouble.*

**TIP:** Refer students to their Meet Up goals and Clique Busters Pact to help them come up with ideas. The I've Got Your Back behaviors should be observable and specific so you can objectively recognize when someone has demonstrated the behaviors.

Record students' ideas on the chalkboard. Once 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 fourth 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'm rewarding that person with a ticket that says "I've Got Your Back."

Display an example ticket for students to view.

**ALTERNATIVE:** You can also choose to use chips, tokens, marbles, etc. as an alternative to the 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 the number of tickets that they earned, and the winning classroom will earn [insert reward as determined by fourth 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 and display the bowl/box in a visible area of the classroom.

## WRAP IT UP

5 Minutes

Discuss the experience with your students. Some questions to ask:

- ▶ What challenges could make it difficult to display the "I've Got Your Back" behaviors? How can we overcome these challenges?
- ▶ What strategies can we use to help one another display the "I've Got your Back" behaviors?







## TIME

Activity Prep - 5 minutes

Day 1 - 45 minutes

Day 2 - 45 minutes

## MATERIALS

Peer Reaction Questionnaire (Activity Prep)

Teacher Reference Guide (Activity Prep)

Battle the Bully Role-Play Worksheet (Day 1)

## PREPARATIONS

Photocopy/print and distribute the Peer Reaction Questionnaire the day before you complete Activity 5.4 (Day 1) (one per student)

Use Teacher Reference Guide to tally and summarize students' responses to the Peer Reaction Questionnaire (Day 1)

Photocopy/print the Battle the Bully Role-Play Worksheet (Day 1) (one per group)

## 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
- ▶ To promote a classroom environment that encourages inclusive and respectful behavior

## 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

## ACTIVITY PREP

5 minutes

The day before you complete Activity 5.4, distribute the Peer Reaction Questionnaire to each student.

- ▶ To help us prepare for tomorrow's activity, I'd like each of you to independently complete this questionnaire. Please don't put your name on this survey. There are no right or wrong answers — I want you to answer as honestly as possible.

Collect students' questionnaires. Prior to Activity 5.4, tally and summarize students' responses using the Teacher Reference Guide

## SET THE STAGE

15 minutes

Ask students to recall the activities they've completed as part of the Sanford Harmony Program.

- ▶ Ok [Class Name], we've been working really hard this year creating a positive classroom community! Let's think about all the activities in the Sanford Harmony Program. How have they helped us create a positive classroom community?

*Examples: We spent time getting to know one another's similarities and differences; we learned how to challenge stereotypes and use empathy to support peers; we learned how to avoid bloopers and use boosters to communicate with others; we learned how to resolve problems using Step It Up; we learned what makes a friend and to provide our classmates with support; we learned about cliques and ways we can stop them from happening at our school.*

- ▶ Even in a positive classroom and school community, negative peer interactions can sometimes occur. Let's take a look at the questionnaire you completed yesterday.

Display the Peer Reaction Questionnaire on a projector or smart board.

- ▶ In this scenario, a student is being bullied by another student on her walk home from school. Can you imagine something like this happening? Have you ever seen or heard about bullying at our school?
- ▶ Unfortunately, bullying is something that occurs in schools and neighborhoods all over the world — not just here. For today's activity, we're going to talk about bullying: What is it? Why does it happen? How does it make us feel? What can we do about it?

If students participated in the Sanford Harmony Program in third grade, ask them what they remember learning about bullying. Let them know they will participate in a similar activity this year to help them continue practicing effective ways to respond to bullying situations at school and in their neighborhood.

- ▶ First, let's take a look at a scenario. In this scenario and, in most bullying situations, there are three types of people. Let's talk about the bully. Who is the bully in this situation?

*Example: Olivia.*

- ▶ Yes, Olivia is the bully. What is a bully?

*Example: A bully is someone who physically, verbally, or socially abuses a peer. A bully intends to harm their victim and does so repeatedly over time.*

Why do you think Olivia is bullying another student?

*Examples: To feel important; have others think he's important and cool; get an emotional reaction out of the target; get peers' attention; make kids laugh; be popular.*

- ▶ Bullies usually care a lot about what their peers think. They often bully others so others will think they are cool and important. Let's see how you feel about the bully in this scenario.



Review and discuss students' responses in the Peer Reaction Questionnaire regarding the bully (i.e., Olivia). Provide them with a summary of their responses (e.g., "50% of the students in this class thought Olivia was popular") and elicit their reactions. During this discussion, communicate that, oftentimes, the bully's main goal is to be perceived as cool and popular and that one way to stop bullying is to not give the bully what he/she wants (e.g., do not support the bully's behavior and reinforce the idea that his/her behavior is cool).

- ▶ Second, let's talk about the next role in a bullying situation: The target. Who was the target in this situation?

*Example: Julia.*

- ▶ How was Julia feeling in this situation?

*Example: Scared; sad; angry; embarrassed.*

- ▶ Yes, this is an awful experience for Julia. Would you want to be Julia in this situation? Would you ever want to make someone feel like this?
- ▶ Let's see how you feel about Julia, the target, in this situation.

Review and discuss students' responses in the Peer Reaction Questionnaire regarding the target (i.e., Julia). Provide students with a summary of their responses (e.g., "10% of the students in this class thought Julia was popular") and elicit their reactions. During this discussion, communicate that supporting and being friends with the target of bullying is one way to help them cope with bullying and feel confident enough to defend themselves.

- ▶ Now, let's talk about the third type of role in a bullying situation: The bystanders. Can someone tell me what a bystander is?

*Example: Bystanders are those who witness bullying.*

- ▶ Who were the bystanders in this situation?

*Example: Tommy and Natalie.*

- ▶ How did Tommy and Natalie react to the bullying situation?

*Example: Tommy encouraged Olivia; Tommy laughed and seemed to think that Olivia's behavior was funny and cool; Natalie looked uncomfortable; Natalie stayed out of the situation.*

- ▶ Do you think Tommy or Natalie were helpful in this situation? Why or why not?

*Example: No, they didn't help Julia; no, Tommy made it worse; Natalie just stayed quiet and didn't support Julia.*

- ▶ Let's see how you felt about the bystanders, Tommy and Natalie, in this situation.

Review and discuss students' responses in the Peer Reaction Questionnaire regarding the bystanders (Tommy and Natalie). Provide them with a summary of their responses (e.g., "25% of the students in this class thought Tommy was popular") and elicit their reactions. During this discussion, communicate that bystanders play an important role in bullying situations. They can help put an end to bullying by supporting and defending the target and by not encouraging and reinforcing the bully's behavior.

- ▶ Think about the behavior of each person in the scenario. Do you think Olivia will likely bully Julia again? Why or Why not?

*Example: Yes, because Olivia was reinforced for her behavior; yes, because no one stood up to Olivia; yes, because Olivia was encouraged; yes, because Olivia probably thought she was cool since no one challenged her; yes, because she got a reaction out of Julia.*

- ▶ We agree that this is a very negative situation and that we don't want things like this happening at our school and in our classroom. Let's change how the characters reacted in this situation so we support the target and stop the bullying!

## FACILITATE THE ACTIVITY

25 Minutes

Place students in diverse groups of five and distribute one Battle the Bully Role-Play Worksheet to each group. If some groups have four students, you could take the narrator role. Provide them with instructions to complete the worksheet.

- ▶ I'm handing a Battle the Bully Role-Play worksheet to each group. Work together to rewrite this scenario so that you put an end to the bullying. Think of what Julia could do differently to stop Olivia from bullying her and what the bystanders could do to support her. Think of how Olivia's behavior would change if the characters responded differently when she tried to bully Julia. When you're done writing your role-play, we'll discuss the experience, and tomorrow, you'll have the opportunity to perform your role-play for the class!

**TIP:** Students may need assistance assigning roles to each member of the group. If needed, come up with a fair system (e.g., pick out of a hat) if you think it will take too long for students to resolve conflict regarding role choices.

Walk around the room and provide assistance as necessary.

## WRAP IT UP

5 Minutes

When each group has finished writing their role-play, discuss the experience with them. Questions to ask:

- ▶ What were some challenges writing your role-play scripts?
- ▶ Can we change bullying situations like this in real life?
- ▶ How can teachers support students in bullying situations?
- ▶ If you completed the Peer Reaction Questionnaire again after reading your new scenarios, how would your responses change?

## NOTES

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## SET THE STAGE

5 minutes

Remind students of the Day 1 Battle the Bully Activity:

- ▶ Yesterday, we discussed bullying. What are some of the things we discussed?

*Examples: We learned about the three roles in a bullying situation: The bully, the target, and the bystander; why bullies pick on others; how targets likely feel when being bullied; how bystanders behave; how we can support and defend targets; we wrote role-play scripts to practice learning how to support and defend each other.*

- ▶ You worked really hard on your Battle the Bully role-play scripts! The goal is to help us practice how we can be supporters and defenders in bullying situations so we prevent and put an end to bullying at our school. Today, we're going to have the opportunity to perform our role-plays for each other!

## FACILITATE THE ACTIVITY

30 minutes

Place students in their role-play groups and give them 5 minutes to practice and discuss their role-plays together. When students are finished preparing, have them take turns performing their play. Afterward, prompt the audience to ask questions about the performance.

## WRAP IT UP

10 minutes

After each group has performed their role-play, discuss the experience with your students. Questions to ask:

- ▶ How were your plays different than the original bullying scenario?
- ▶ How did Julia respond to Olivia's bullying?
- ▶ What were some of the effective ways Tommy and Natalie responded to the bullying?
- ▶ Did Julia's behavior help stop the bullying? Why or why not?
- ▶ Did Tommy's and Natalie's behavior help? Why or why not?
- ▶ How do you think Olivia felt in your role-play situations? What do you think she learned?
- ▶ Do you think Olivia is more likely or less likely to bully others in the future?
- ▶ Based on what we learned in this activity, how can we stop bullying from happening in our classroom and school?



**INSTRUCTIONS:** Read the scenario below and answer the questions that follow.

Julia lives just a couple of blocks away from school and walks home by herself every day. One day while walking home, Julia sees a group of older students from her school, Olivia, Tommy, and Natalie, talking on her street corner. As she passes them, she hears one of them whisper, "Do it Olivia!" and Olivia sticks her foot out and trips Julia. Julia skins her knee and drops her books all over the place. She feels tears start to roll down her cheeks even though she's trying hard to not cry in front of the group. When she gets up, Tommy, Olivia, and Natalie are staring at her. Tommy and Olivia are laughing, but Natalie just stands there looking uncomfortable. Olivia says, "Stay in school, kid! It looks like you still need to learn how to walk!" As Julia runs away, Tommy laughs and says, "You can't run forever, Julia. Olivia will be waiting for you again tomorrow!"

1. How do you feel about the characters in this scenario? Answer each question by circling your response for each character.

| Question   | Olivia |    | Julia |    | Tommy |    | Natalie |    |
|--|--------|----|-------|----|-------|----|---------|----|
| a. Do you think this character is cool?              | YES    | NO | YES   | NO | YES   | NO | YES     | NO |
| b. Do you like this character?                       | YES    | NO | YES   | NO | YES   | NO | YES     | NO |
| c. Do you think this character is popular?           | YES    | NO | YES   | NO | YES   | NO | YES     | NO |
| d. Would you like to be friends with this character? | YES    | NO | YES   | NO | YES   | NO | YES     | NO |



## Peer Reaction Questionnaire Scoring Sheet

Calculate the percentage of students who responded “Yes” to the following questions. First, use the table below to tally the total number of “Yes” responses for each question. Then, divide that number by the total number of responses, and record the percentage on the lines provided within the boxes.

1. Tally the total number of “Yes” responses for each question within each box below.

| Question   | Olivia  | Julia   | Tommy   | Natalie |
|--|---------|---------|---------|---------|
| a. Do you think this character is cool?              | _____ % | _____ % | _____ % | _____ % |
| b. Do you like this character?                       | _____ % | _____ % | _____ % | _____ % |
| c. Do you think this character is popular?           | _____ % | _____ % | _____ % | _____ % |
| d. Would you like to be friends with this character? | _____ % | _____ % | _____ % | _____ % |

2. Divide the total number of “Yes” responses within each box by the total number of responses.

Total # of responses = \_\_\_\_\_

3. Record the percentage of “Yes” responses on the lines provided within each box.





**INSTRUCTIONS:** Rewrite the scenario and help put an end to the bullying!

**Narrator:** Julia lives just a couple of blocks away from school and walks home by herself every day. One day while walking home, Julia sees a group of older students from her school, Olivia, Tommy, and Natalie, talking on her street corner. As she passes them, she hears one of them whisper, "Do it Olivia!" and Olivia sticks her foot out and trips Julia. Julia skins her knee and drops her books all over the place.

**Olivia:** "Stay in school, kid! It looks like you still need to learn how to walk!"

**Julia:**

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**Natalie:**

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**Tommy:**

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**Olivia:**

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**Julia:**

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