This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
Produced by the Getting Along Together 2nd Edition Team

President: Nancy Madden
Director of Development: Kate Conway
Program Developers: Barbara Haxby Brady (chair), Coleen Bennett, Dan Maluski,
Kate Walsh-Little, Elizabeth G. Wilmerding
Field Advisory Team: Patrick Button, Elizabeth Judice, Dan Maluski, Tomas Prieto,
Lynsey Seabrook
Contributing Developer: Pam Russell
Designers: Susan Perkins (chair), Michael Hummel
Illustrators: James Bravo, Devon Bouldin
Video Producer: Jane Strausbaugh
Editors: Janet Wisner (supervising editor), Marti Gastineau
Publications Coordinator: Marguerite Collins
Proofreaders: Meghan Fay, Michelle Zahler
Production Artists: Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence,
Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner,
Tina Widzbor
Rollout Team: Kenly Novotny (chair), Coleen Bennett, Barbara Haxby Brady,
Shannon Bowers, Marguerite Collins, Leslie Hernandez, Claire
Krotiuk, Dan Maluski, Leanna Powell, Mary Conway Vaughan

We wish to acknowledge the coaches, teachers, and children who piloted the program and provided
valuable feedback.

The Getting Along Together 2nd Edition curriculum and materials were developed as a
collaboration among the University of Michigan (F. Morrison, R. Jacob), Harvard University
(S. Jones), and the Success for All Foundation (N. Madden). The work was supported in part by
a grant from the U.S. Department of Education, grant number: R305A090315, entitled “SECURE:
Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation
Intervention,” F. Morrison, S. Jones, R. Jacob, and N. Madden, Principal Investigators.
The Success for All Foundation grants permission to reproduce the blackline masters of this
teacher's manual on an as-needed basis for classroom use.
# Table of Contents

**Teacher Program Prep Guidelines** ................................................................. 1

**Unit 1: Building a Getting Along Together Community** .......................... 5

  - Lesson 1: Building a Classroom Community Through Teamwork ............... 7
  - Lesson 2: Active-LISTENING Posture and Signal ..................................... 19
  - Lesson 3: Focus, Focus, Focus! ................................................................. 27
  - Lesson 4: Active Listening: Say It Back and Ask Questions ...................... 33
  - Lesson 5: Feelings and “I” Messages ....................................................... 43
  - Lesson 6: The Feelings Thermometer and Stop and Stay Cool .................. 51
  - Lesson 7: Stop and think—stay in control! .............................................. 59
  - Lesson 8: Win-WIN Solutions ................................................................. 65
  - Lesson 9: Conflict Solvers ..................................................................... 73
  - Lesson 10: Peace Path .......................................................................... 81
  - Lesson 11: Introduction to Class Council ............................................. 89
    - Weekly Class Council Meeting Guide .................................................. 97

**Unit 2: Friendship** .................................................................................. 99

  - Lesson 1: What is a friend? ................................................................. 101
    - Weekly Class Council Meeting Guide .................................................. 109
  - Lesson 2: Are you a good friend? ....................................................... 111
    - Weekly Class Council Meeting Guide .................................................. 115
  - Lesson 3: Making New Friends ......................................................... 117
    - Weekly Class Council Meeting Guide .................................................. 123
  - Lesson 4: Friendship and Hurt Feelings ............................................ 125
    - Weekly Class Council Meeting Guide .................................................. 131
  - Lesson 5: Apologizing to Our Friends .............................................. 133
    - Weekly Class Council Meeting Guide .................................................. 137
  - Lesson 6: Brain Game Aim: Memory ................................................ 139
    - Weekly Class Council Meeting Guide .................................................. 143
Unit 3: Empathy ........................................... 145
Lesson 1: Do you feel the same? ...................................... 147
  Weekly Class Council Meeting Guide .............................. 155
Lesson 2: Feelings Detectives ........................................ 157
  Weekly Class Council Meeting Guide .............................. 161
Lesson 3: Guess the feeling! ......................................... 163
  Weekly Class Council Meeting Guide .............................. 169
Lesson 4: Show that you care! ...................................... 171
  Weekly Class Council Meeting Guide .............................. 175
Lesson 5: Empathy Practice, Part I ................................. 177
  Weekly Class Council Meeting Guide .............................. 185
Lesson 6: Empathy Practice, Part II ............................... 187
  Weekly Class Council Meeting Guide .............................. 195
Lesson 7: Empathy on the Peace Path ............................ 197
  Weekly Class Council Meeting Guide .............................. 201

Unit 4: Brain Game Aim ........................................... 203
Lesson 1: Why do we play Brain Games? ......................... 205
  Weekly Class Council Meeting Guide .............................. 211
Lesson 2: Stop and think—don’t interrupt! ....................... 213
  Weekly Class Council Meeting Guide .............................. 217
Lesson 3: Stop and think: wait, wait, wait! ....................... 219
  Weekly Class Council Meeting Guide .............................. 223
Lesson 4: Spotlight on focus! ..................................... 225
  Weekly Class Council Meeting Guide .............................. 231
Lesson 5: Spotlight on remember! ................................. 233
  Weekly Class Council Meeting Guide .............................. 237
Lesson 6: Name that Brain Game skill! .......................... 239
  Weekly Class Council Meeting Guide .............................. 243
<table>
<thead>
<tr>
<th>Unit 5: Hurdles on the Path to Teamwork</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Why is excluding others a hurdle?</td>
<td>247</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>257</td>
</tr>
<tr>
<td>Lesson 2: Getting Over the Exclusion Hurdle</td>
<td>259</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>267</td>
</tr>
<tr>
<td>Lesson 3: What is teasing?</td>
<td>269</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>275</td>
</tr>
<tr>
<td>Lesson 4: What do I do if I am teased?</td>
<td>277</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>283</td>
</tr>
<tr>
<td>Lesson 5: If you see it, stop it!</td>
<td>285</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>291</td>
</tr>
<tr>
<td>Lesson 6: Jump over the teasing hurdle!</td>
<td>293</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>297</td>
</tr>
<tr>
<td>Lesson 7: The Cool Rule: Treat others as you want to be treated!</td>
<td>299</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>305</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6: Stop and think before you act!</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: You did that on purpose!</td>
<td>309</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>315</td>
</tr>
<tr>
<td>Lesson 2: That's not fair!</td>
<td>317</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>323</td>
</tr>
<tr>
<td>Lesson 3: I'm confused.</td>
<td>325</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>331</td>
</tr>
<tr>
<td>Lesson 4: Which should I choose?</td>
<td>333</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>339</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 7: Getting Along Together Wrap-Up Celebration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: What did we learn this year?</td>
<td>343</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>349</td>
</tr>
<tr>
<td>Lesson 2: Getting Along Together in the Summer</td>
<td>351</td>
</tr>
<tr>
<td>Weekly Class Council Meeting Guide</td>
<td>357</td>
</tr>
</tbody>
</table>
Checklist of SFAF-provided GAT materials per classroom:

<table>
<thead>
<tr>
<th>GAT 2nd Edition Start-Up Kit</th>
<th>Grade-Level Specific Teacher Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Brain Game Cards - G1–3</td>
<td>□ Getting Along Together 2nd Edition DVD</td>
</tr>
<tr>
<td>□ Taking Turns Bags</td>
<td>□ GAT2 Teacher/Team/Student blackline masters for grade 1</td>
</tr>
<tr>
<td>□ Craft sticks</td>
<td>Note: These are also available on the SFAF Online Resources.</td>
</tr>
<tr>
<td>□ Plastic chips</td>
<td>□ Grade 1 Think-It-Through sheets (30 pack)</td>
</tr>
<tr>
<td>□ GAT paper puppets</td>
<td>□ GAT2 Grade 1 Trade Books</td>
</tr>
<tr>
<td>□ Super/great/good team stickers (22 pack)</td>
<td>City Green</td>
</tr>
<tr>
<td>□ GAT Poster Set</td>
<td>Listen Buddy</td>
</tr>
<tr>
<td>Stop and Stay Cool steps</td>
<td>When I Feel Angry</td>
</tr>
<tr>
<td>The Feelings Thermometer</td>
<td>Friends</td>
</tr>
<tr>
<td>Train Your Brain! poster</td>
<td>Owl Babies</td>
</tr>
<tr>
<td>Active Listening poster</td>
<td>Wemberly Worried</td>
</tr>
<tr>
<td>Team Success! poster</td>
<td>My Mouth Is a Volcano!</td>
</tr>
<tr>
<td>Team Tally poster</td>
<td>Horace and Morris But Mostly Dolores</td>
</tr>
<tr>
<td>Hurdles poster</td>
<td>Giraffes Can’t Dance</td>
</tr>
<tr>
<td>□ Peace Path poster</td>
<td>A Letter to Amy</td>
</tr>
<tr>
<td>□ The Feelings Tree poster</td>
<td>Fireflies!</td>
</tr>
<tr>
<td>□ Cool Kid certificates (75 pack)</td>
<td></td>
</tr>
<tr>
<td>□ Summer Plan card (30 pack)</td>
<td></td>
</tr>
<tr>
<td>□ Chilly puppet</td>
<td></td>
</tr>
</tbody>
</table>

Classroom Setup Prior to Unit 1

1. Divide the students into teams of four. Use techniques described in the Getting Along Together 2nd Edition Teacher’s Guide to organize your teams in preparation for unit 1, lesson 1. Arrange desks/tables to accommodate team setup. Determine partners on each team.
2. Prepare a Getting Along Together bulletin board:
   - Create permanent headings for the Cooperative Challenge, the Cool Kid, the Brain Game, the Big Q, and the Class Council goal; be prepared to post the appropriate information under each heading.
   - Post the Team Tally and Team Success! posters.

3. Keep craft sticks on hand for all GAT lessons:
   - 1 per team as the talking stick
   - 1 for each student in the class (Write each student’s name on a stick, and then place those sticks in a permanent container. You will randomly draw the Cool Kid’s name from this container.)
   - 1 for each GAT puppet card (Attach a craft stick to the back of each GAT puppet card as a handle, and then place one set of five puppets in a bag for each team.)
   - additional craft sticks for other purposes

4. Have Cool Kid certificates ready to fill out and distribute.

5. Have colored chips on hand for team activities and Brain Games.

6. Chilly puppet: Designate a spot in your classroom for Chilly, possibly in the Thinking Spot. See the *Getting Along Together 2nd Edition Teacher’s Guide* for suggestions about how Chilly can be used in the classroom.

7. Thinking Spot: Designate a quiet area in your classroom. Have a bin or a basket with the following materials: Taking Turns bag, 8.5 x 11 inch versions of the Peace Path and Stop and Stay Cool Steps (see the BLM) ideally placed in protective plastic, the Settle-Down Jar (see the teacher’s guide for a full explanation of the jar), Chilly puppet, and a set of Think-It-Through sheets. Try to hang the large posters of the Peace Path and Stop and Stay Cool Steps as close to the Thinking Spot as possible.

### General GAT Concepts/Routines

**These routines should be established by the end of unit 1.**

- **Lessons:** Lessons are located in the teacher’s manual. As you implement GAT, please use your discretion in terms of time, wording, examples given, scenarios, etc. because you know your class best. If lessons need to be shortened, do not omit Teamwork.

- **Cool Kid:** Each GAT lesson will include choosing a Cool Kid and posting his or her name. For the opening two weeks of school when GAT lessons are daily, a new Cool Kid will be randomly chosen each day and awarded a Cool Kid certificate with three meaningful compliments from the class at the end of the day. After the opening two weeks of school, the weekly routine of a Monday skill lesson and Friday Class Council begins. At this point, one Cool Kid will be chosen each week, ideally on the Monday that the GAT lesson is taught. At the end of each day, model a meaningful compliment, and then have the class give three meaningful compliments to the Cool Kid. Jot down the compliments given. On the last day of that week, choose three especially meaningful compliments to write on the Cool Kid certificate. Present the
Certificate to the Cool Kid at the end of Class Council. During the year, expand Cool Kid jobs (e.g., special role during the lesson, choosing the Brain Game, leading Class Council). **Note:** If the students have more than three compliments to share, let them know that they can personally do this at any time.

- **Cooperative Challenge:** Each GAT lesson will include a behavior for the students to demonstrate at any time during the week. This is a schoolwide behavior that the entire school will be working on and can be observed by any staff member. Award 2 points for the behavior on the Team Tally poster. (The students may also report out about themselves or others who exhibit the identified behavior in case you do not have the opportunity to observe it.)

- **Brain Games:** Games should be played often, at any time during the day. These games emphasize three cognitive-regulation skills: attention control (focus); response inhibition (stop and think); and memory (remember).

- **The Big Q:** The Big Q occurs at the end of every lesson as a way to summarize the key point of the lesson. Teams should huddle together to discuss the question and then randomly report out answers. Teachers should award 2 points for each thoughtful response.

- **Teams:** Keep the students in GAT teams as much as possible throughout the day. Teams should be reorganized every nine weeks.

- **Team Points:** Teams should earn a minimum of 5 points per day, working up to 10 points per day. Points are given as follows: 2 points for thoughtfully answering the Big Q; 2 points every time the Cooperative Challenge is demonstrated; occasional points for thoughtfully answering team huddle questions; 1 point every time the team cooperation goals are used.

These points should be tallied during the day and then totaled at the end of each day. At the end of the week, team stickers (super, great, good) should be awarded to all teams; and “super,” “great,” or “good” should be recorded next to each team's name on the Team Success! poster. See the *Getting Along Together 2nd Edition Teacher's Guide* for an example of how to differentiate between super, great, and good teams.

- **The Peace Path:** By the end of unit 1, the Peace Path poster should be posted (preferably near the Thinking Spot) and a smaller paper version should be placed in the Thinking Spot materials basket. The students should use the Peace Path, as needed, to resolve conflicts.

- **Class Council:** Class Council occurs on the last day of each week. These weekly meetings are to reflect on the week, establish a new goal for the following week, and celebrate team success. The Cool Kid certificate is also awarded.

- **Schedule:** Lessons are daily the first two weeks of school. After that, the skill lesson occurs the first day of the week, and the Class Council occurs at the end of the week.

- **Parent Peek/Homework:** In the first lesson of each unit, the students will be given a Parent Peek to take home, which outlines the main ideas that will be taught during the unit and specific ways to support this learning at home. Starting during the third week of school, a Home Connections ticket will be distributed at the end of each lesson for the students to write about what they learned in GAT. This ticket will be returned the following day.
Icon Guide for GAT

Chart or list information as indicated in the lesson.

The students will use the Peace Path.

Play the video that is designated for that lesson.

Project the document as indicated in the lesson.

**Note:** All projected materials are also available on the SFAF Online Resources site at: [https://resources.successforall.org](https://resources.successforall.org) (under Schoolwide Support and Intervention Tools).

Use Random Reporter to choose students to report out for their teams. (See the *Getting Along Together 2nd Edition Teacher’s Guide* for more information.)

The lesson follows the Think It Through, It Could Be You format.

The students should engage in Think-Pair-Share to answer a question. (See the *Getting Along Together 2nd Edition Teacher’s Guide* for more information.)

A win-win solution is illustrated or indicated.
UNIT OVERVIEW

Unit Focus
In this eleven-lesson unit, the students are introduced to the Getting Along Together program and routines. Selecting a Cool Kid, demonstrating Cooperative Challenge behaviors, and playing Brain Games are three regular GAT routines. In addition, Getting Along Together teaches the students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success! During this unit, the students will also learn emotional-management techniques, such as using the Feelings Thermometer, Stop and Stay Cool, Stop and Think, and “I” Messages. The students will also learn to use conflict-resolution strategies, such as win-win solutions, conflict solvers, and the Peace Path. At the end of the unit, the students will hold their first Class Council.

Unit Outcomes

Students will:
- participate as active and successful members of a team community;
- understand classroom rules and exhibit appropriate classroom behaviors;
- use active-listening skills during Team Discussion and Active Instruction to take in, store, retain, and access information;
- remain focused and stay on task by using multiple strategies, including self-talk;
- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- understand how feelings and behaviors impact each other;
- learn effective and appropriate methods to express emotions to others;
- use a variety of techniques to regulate emotions, such as anxiety and anger;
- learn and utilize a variety of self-control techniques in different situations, for example, taking turns and resisting the urge to interrupt a speaker when listening;
- select and use specific and appropriate conflict-resolution strategies in different situations; and
- use active-listening skills to elicit and understand the feelings and opinions of others.
Books Used in Unit 1:

City Green by DyAnne DiSalvo-Ryan

Listen Buddy by Helen Lester

When I Feel Angry by Cornelia Maude Spelman
Building a Classroom Community Through Teamwork

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Note: This routine will be introduced in this lesson.

Cooperative Challenge: This will be introduced in lesson 2.

Brain Game: This will be introduced in lesson 2.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn and understand the value of working in teams, and the students will learn and follow the five principles of strong teamwork: practice active listening, help and encourage others, complete all tasks, explain ideas/tell why, and everyone participates.

ADVANCE PREPARATION

☐ Make sure you have prepared your classroom according to the Getting Along Together Program Prep guidelines located prior to this lesson.

☐ Have Cool Kid materials ready (heading posted on Getting Along Together board, craft sticks to choose name, sentence strip to record name, and Cool Kid certificate for the end of the day).

☐ Cut and organize Find Your Team cards by team so the students will be able to find their teammates (see Active Instruction, #1). You may want to write each student’s name on the back of his or her card. Label each team’s table or desks with the larger picture of the matching card so students will know where to sit once they find their teammates.

☐ Have a talking stick for each team.

☐ Have a copy of City Green by DyAnne DiSalvo-Ryan available. (The pages of the book are not numbered; please number them yourself.)

☐ Copy a Team Cooperation Goals sheet for each team.

☐ Have Team Tally and Team Success! posters available.

☐ Each team will need a large piece of paper and crayons so teammates can post their team name.

☐ Sign and copy the Parent Peek letter—one per student.
Agenda

Active Instruction

- The students use the Find Your Team cards to find their teammates.
- Introduce the concept of the Cool Kid, and select the Cool Kid for the day.
- Read and discuss *City Green* to talk about what it means to work together as a team.
- Introduce the team cooperation goals, and discuss how the students will earn team points in Getting Along Together.

Teamwork

- The students meet their partners and then learn about the rest of their teammates.
- Model use of the Zero Noise Signal as the students complete activities to become acquainted with their teams.
- Each team chooses a team name and writes it on a piece of paper to hang by their team.
- Discuss why teamwork makes the classroom a better place to learn.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Group the students in teams. Explain that the students will work in teams during all the GAT lessons.
   - One way to have the students find their teammates is to use the Find Your Team cards located at the end of this lesson.
   - Hand the students a card with a picture on it (cards have a gardening theme to link them to the story that the students will listen to, *City Green*). There should be four or five cards of the same item to enable the students to find their teammates. Make sure you have enough cards so every student ends up on a team of four or five members.
   - Have the students walk around the classroom to look for students with matching cards. After the students have found all of their teammates, have them find their seats by looking for the table or cluster of desks that has a picture that matches the picture in their hands.

2. Welcome the students to Getting Along Together! Explain that during Getting Along Together, they will learn how to work as a team, how to get along with their classmates, and other valuable skills that will help them in school.
Introduce the **Cool Kid** concept. Explain that the students will give meaningful compliments about the Cool Kid at the end of the day and that each of them will get a turn to be the Cool Kid. Compliments will focus on how the Cool Kid demonstrates being a good team member. Discuss a few examples of compliments so the students understand how to give meaningful compliments. Use the craft sticks to choose the Cool Kid for the day. Post the Cool Kid’s name on the bulletin board.

3. Explain that you are going to read a book called *City Green* by DyAnne DiSalvo-Ryan so the students can learn more about working as a team. Tell the students to listen for examples of the characters in the story working as a team. Use **Buddy Buzz** to ask some of the following questions as you read:

Page 9: **What is Marcy and Miss Rosa’s goal?**

*To turn the ugly lot into a beautiful garden.*

**When Miss Rosa and Marcy decide to rent the vacant lot for a garden, do they do it alone, just the two of them?**

*No, they have to get lots of signatures from the neighbors, and then a group of them goes to City Hall.*

Pages 10–13: **On the first day of work in the garden, are there just a few people or many? And are they all the same age and same type of person?**

*There are eventually sixteen people of all ages and types, as shown in the illustration.*

Pages 14–17: **Where do these people get the tools that they need to do the job?**

*The city drops off rakes, brooms, and a dumpster; one neighbor brings wood and nails; another neighbor brings paint.*

**At the end of the book, why does Mr. Hammer say, “This lot was good for nothin.’ Now it is nothin’ but good”?’**

*He says this because the neighbors brought beauty and life to an abandoned lot. They made the lot joyful again, as it had been when it had homes, including Mr. Hammer’s, on it.*

**Could Rosa have created all this beauty and joy by herself?**

*No, it was too big of a job for one person, and it took the muscle and good ideas of everyone to make the project succeed.*

Have the students tell about a time that they were involved in a team project like the one in *City Green.* Highlight that this book demonstrates several things about teamwork:

- Everyone—the brother, the mother, the baby, the city officials, etc.—works together toward a common goal.
- Participants feel proud and useful.
- Everybody has different jobs, but they all work toward the same big goal.
4. Explain that the students will work together in teams in Getting Along Together, just like the people in the book do. Do a brief introduction to the team cooperation goals. Pass out a Team Cooperation Goals sheet to each team to refer to as you explain the five goals. Say:

In our classroom, we have five ways to be good teammates. By meeting these five goals, we will be able to work well in our teams like the people in the story did. Let’s look at the pictures and the words on this poster so we know what good teamwork is all about.

Point to each picture as you discuss. Use Think-Pair-Share (see the margin to teach students the steps to Think-Pair-Share) to ask:

Why is it important to complete tasks in your team?

It is important to finish our work so we do the best job that we can.

Why do we need to use good listening in our teams?

Good listening allows us to hear other people’s ideas and the teacher’s directions and to make sure we understand what to do.

Why do we need to help and encourage our teammates?

We need to help and encourage our teammates to do their best work so our teammates know that they are doing a great job.

Why is it important to make sure that everyone on a team participates?

It’s important to make sure everyone on a team participates so no one feels left out, everyone’s voice is heard, and to get more ideas.

Why do we need to explain our ideas to our team and tell why?

We need to explain our ideas and tell why so our teammates understand our ideas and the reasons that we have those ideas.

Explain that when the students are working with their teams, you will look for teams that exhibit behaviors of the team cooperation goals. Explain that the students will have the opportunity to earn points for their team by exhibiting these behaviors and completing other tasks. Show the Team Tally poster that you will use to keep track of points, and show the Team Success! poster that you will use to keep track of the stickers that each team earns. Explain that the teams have the opportunity to be super, great, or good teams each week. Encourage the students to work hard to be a super team!

Tell the students that as they work in their teams, you will be looking to award team points to teams that work well together.
Teamwork

1. **15 minutes**

   **Assign partners.**

   Explain that each student will work with a partner on their team for many activities. Tell the students that it is important to get to know their partners and teammates. Assign partners within the teams. Have the students meet their partners by doing the following:

   - Find out your partner's name and one activity that your partner really enjoys.
   - Remember your partner’s name and his or her favorite activity because you will introduce your partner to the rest of your teammates.

   Call on a volunteer student (maybe the Cool Kid) to model an example with you. For example, my name is Ms. ________, and my favorite activity is ________. Have your volunteer partner tell his or her name and his or her favorite summer activity.

   Tell the students that you will let them know when to begin, and you will use the Zero Noise Signal when you need their attention. Model the Zero Noise Signal by raising your hand and placing your finger to your lips to give a quiet signal.

   Have the students begin doing the activity with their partners. Circulate during the activity to make sure both partners are able to remember the information so they can introduce each other. Pairs should practice introducing each other and saying each partner’s favorite activity.

   Use the Zero Noise Signal after a few minutes to get the students' attention. Explain that you want the students to meet the rest of their teammates. Have each teammate introduce his or her partner to the rest of the team. Tell the students that they will use a talking stick to make sure only one person speaks at a time. Show teams the talking stick, and pass out one per team. Go over the following guidelines:

   - Only the person who is holding the talking stick should be talking.
   - When you get the talking stick, tell your partner’s name and his or her favorite thing to do.
   - Then, pass the talking stick to the next person until everyone has had a turn.

   Tell the students to begin. After a few minutes, use the Zero Noise Signal to get the students’ attention back on you. Use Think-Pair-Share to debrief.

   **Why do you think it is important to know the names of the people on your team?**

   Call on one or two students to respond. For example, to get to know them, to use their names when you are speaking to them, to get their attention, etc.

2. **10 minutes**

   **Use the Team Tally poster to keep track of team points as you circulate. The goal is for each team to earn a minimum of 5 points per day and work up to 10 points per day.**

   Have the teams choose their names. Encourage the students to think about things that they may have in common with their teammates. Have the students also think about the team cooperation goals and how they can use something from the goals in their team name. For example, teams may choose to be the Listening Lizards, the Helpful Heroes, or the Super Solvers. Have the teams use the talking stick to share ideas for team names. Make sure that all team names are positive.
After teams decide on their names, hand out a large piece of paper to each team. Ask the teammates to work together to write their team name on the paper and to decorate the paper using crayons. Tell the students that the paper will be posted by their team’s table. Remind the students that everyone needs to participate, and all the students should be prepared to present their team names to the rest of the class.

Circulate to see how well teams are working together. Award points to teams that meet any of the team cooperation goals. As you circulate, record the team names on the Team Tally and Team Success! posters. Praise the students for working well together.

3. Briefly explain that every Getting Along Together lesson will end with the students answering the Big Q. Starting with the next lesson, the students will also have the Big Q presented to them at the beginning of every lesson. They will hear it at the beginning of the lesson so they know what they are expected to learn during the lesson.

Announce the Big Q, and have the students do a quick team huddle to prepare to answer it. Remind the students that you will use Random Reporter to call on the students to answer the Big Q, so everyone needs to be prepared to answer.

**Reflection**

**The Big Q:**
What name did your team choose? Why?

*Answers will vary.*

**Home Connections**

Pass out a Parent Peek letter to each student to take home so parents are aware of the main ideas that will be taught in this unit. Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

- Encourage students to keep the team cooperation goals in mind throughout the day.
- Try to find teachable moments outside of Getting Along Together instruction when the team-cooperation concepts that they’ve learned might come in handy.
- Help students brainstorm how they can use the team cooperation goals during gym, in the cafeteria, or during other classes at school.
- Talk with students about how GAT skills will help them outside of school as well.
Find Your Team Cards
Cards to Label Team’s Table
Team Cooperation Goals

Practice Active Listening

Explain Your Ideas/Tell Why

Everyone Participates

Help and Encourage Others

Complete Tasks
Parent Peek Letter

Dear First-Grade Parent or Family Member:

Today your child began a program called Getting Along Together. This program will run throughout the year and will help students develop the skills that they need to get along well with one another and to help create a peaceful and productive classroom environment.

Your child will learn teamwork and how to identify and express feelings appropriately, while learning to resolve conflicts in a positive manner and to see situations from another person’s point of view.

In the program, students will also play Brain Games, which are fun games designed to help students practice and improve focus, memory, and self-control.

Finally, students will also have a weekly class meeting, called a Class Council, which is a time to celebrate class successes and set goals for class improvement.

Starting in the third week of school, your child should share something with you about his or her Getting Along Together class. Please ask your child about his or her GAT lessons, Brain Games, and Class Council meetings. We hope your child will be excited to share what he or she has learned! When your child shares what he or she has learned with you, please sign the Home Connections ticket. Your child will bring that back to the teacher to receive Getting Along Together homework credit. We hope you enjoy hearing about it!

Sincerely,

Your First-Grade Teacher
Active-Listening Posture and Signal

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it. **Note:** This routine will be introduced in this lesson.

**Brain Game:** Play Catch the Signal! whenever time allows during the day/week. **Note:** This routine will be introduced in this lesson.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students learn to respond to the Active-Listening Signal by getting into the active-listening posture—look at the speaker, be quiet, and sit still with your hands in your lap.

ADVANCE PREPARATION

- Be prepared to post the Cool Kid and Brain Game on the Getting Along Together bulletin board.
- Prepare to post the Cooperative Challenge at the end of the lesson.
- Have the Brain Game cards available to show the students. You will play the Catch the Signal game during the lesson.
- Have a copy of *Listen Buddy* by Helen Lester.
- Have a copy of the Active Listening poster ready to hang on the Getting Along Together bulletin board.
Unit 1 | Lesson 2

Active-Listening Posture and Signal

Agenda

Active Instruction

- Read and discuss Listen Buddy.
- Learn and practice the three parts of the active-listening posture.
- Learn and practice the Active-Listening Signal. Introduce the purpose of Brain Games (focus).

Teamwork

- Play a listening game called “I Hear You!”
- Explain the Cooperative Challenge routine along with this week’s challenge.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Read the Big Q aloud so the students know the purpose of the lesson and will be prepared to answer the question at the end of the lesson.

   **Big Q: Why is it important to be a good listener in the classroom?**

   Introduce active listening as the focus for the day’s lesson.

   **In lesson 1, you were introduced to the team cooperation goals. Today you will focus on the first goal: practice active listening.**

   Point to the active-listening picture on the Team Cooperation Goals poster. Ask:

   **What part of our bodies do we use for listening?**

   *We use our ears.*

   There is another part of our body that we also use when we listen; does anybody have a guess?

   *To listen well, we have to use our ears and our brains.*

   Point to your ears and your head. Use Buddy Buzz to ask:

   **Why would we need to use our brains for listening? Why aren’t our ears alone good enough?**

   *Our brain helps us understand what we have heard. Without our brains to tell us what the words mean, all we hear are sounds.*
2. Tell the students that you are going to read a book about a bunny that had a very hard time using his ears and his brain at the same time. Read *Listen Buddy*, pausing to ask questions as indicated.

Read pages 3–6, and ask:

**Why did Buddy come home with a basket of wash when his parents asked him to get a vegetable called squash?**

*He probably only listened to the first part of what his parents said about a basket and didn’t listen carefully to hear “squash.”*

Read page 7, and use *Buddy Buzz* to ask:

**What was Buddy supposed to buy instead of fifty potatoes?**

*Buddy was supposed to buy fifteen tomatoes.*

**If Buddy’s ears are so big, why is he getting so mixed up?**

*(Take one or two answers.) He is not listening carefully. He is not using his brain to realize that it would be silly to get laundry from the vegetable stand or to buy so many potatoes.*

Read pages 8–11, making sure that the students understand the pen/hen and bread/bed mix-up. Have the students look at the pictures, and ask:

**When Buddy’s father asks for the pen, what is Buddy doing?**

*He is reading a book.*

**When Buddy’s mother asks for some bread, what is Buddy doing?**

*He is watching TV.*

**How did the book and the TV make it hard for Buddy to listen well?**

*Buddy was not listening closely because his brain was focusing on the book and the TV.*

Read page 12, and highlight that good listening uses the ears and the mind/brain.

Read pages 14–17, and ask:

**Did Buddy go the way his parents told him to go?**

*No.*

**What do you think is going to happen next?**

*Take a couple of responses.*

Read pages 18–31, and ask:

**Buddy has not listened well during this entire book. When the Varmint says that he is going to put Buddy in the soup, does Buddy listen this time?**

*Yes!*

**What would have happened to Buddy if he had not listened?**

*He would have been eaten!*
Compared with the way he was in the beginning of the book, how do we know that Buddy has learned to be a good listener?

*Buddy really listens when the Varmint says he is going to have Bunnyrabbit soup, and Buddy brings his parents the correct items.*

3. Explain to the students that Buddy's story shows that being a good listener really matters. Introduce the three parts of the active-listening posture to explain how the students should actively listen.

Put the Active Listening poster on the bulletin board, and point to it as you introduce the three parts of the active-listening posture. Explain the following three parts:

- **The first part is to look at the speaker while he or she is talking.**
- **The second part is to stay still with your hands in your lap while someone is talking.**
- **The third part is to be quiet while someone is talking.**

Ask for a volunteer (maybe the Cool Kid) to model active listening. Ask the student to come up to the front of the room. Put two chairs facing each other; you sit in one, and the student sits in the other. Ask the student to tell you about his or her favorite book or movie for about twenty seconds. While the student talks, model the active-listening posture. Then summarize what the student told you.

Ask another student to come up and repeat the exercise, but do the opposite of good listening this time. For example, look away, fidget, hum, and interrupt. Ask:

*Was I using good listening then?*

*No.*

Do you think I heard and remember what ________ said? Why or why not?

*No. You were looking around the room, being noisy, interrupting, and moving all around.*

How do you think the speaker (use student's name) felt when he or she was talking and I was not actively listening?

*Have the speaker share how he or she felt.*

Return to pages 12 and 13 of *Listen Buddy*, and ask the students to look at Buddy when his parents are talking to him. Then show them the picture of Buddy on page 29 when the Varmint is talking to him. Ask:

What is the difference between how Buddy listens to his parents and how Buddy listens to the Varmint?

*Buddy uses eye contact and stands still with his hands still when listening to the Varmint. He is quiet and clearly paying attention.*

Use *Buddy Buzz* to ask:

We said that good listening uses the ears and the brain. What other body part does listening use?

*You use your eyes to look at the speaker.*
4. Discuss how the class will use the Active-Listening Signal when it is time to actively listen. Explain:

   **There are many times during the school day when everyone needs to practice active listening, using the active-listening posture. When one of those times occurs, I will give the class the Active-Listening Signal, which is your signal to get into the active-listening posture.**

   Demonstrate the Active-Listening Signal (the “V” sign using your fingers), and check to see that all students assume the active-listening posture. Point to the signal on the Active Listening poster on the Getting Along Together bulletin board.

5. Tell the students that you are going to play a game called Catch the Signal! Explain that Catch the Signal! is one of the **Brain Games**, which is an exciting part of Getting Along Together that the students will do all year to help their brains grow and work better. Say:

   - A Brain Game is a game we will play a few times every day to exercise our brains. Brain Games are mind-muscle builders.
   - I bet you all have really big muscles. Let me see those muscles. Wait a few minutes for the students to show off their muscles!
   - Now point to your brain. When we play Brain Games, we build our brain muscles.
   - We will play each Brain Game for several days in a row and then pick a new game.

   Show the students the deck of Getting Along Together Brain Game Cards.

   **In the beginning of school, I am going to pick the game, but eventually you will be able to pick a card from the deck.**

   Explain that today’s Brain Game is Catch the Signal! This game will help the students look for the Active-Listening Signal and respond to it as quickly as possible. Sometimes it will be easy to see that you are giving the signal, but other times you may be tricky about it!

   Post the Brain Game in the appropriate space on the bulletin board. Play the game now, and record how quickly the students respond. Remind the students to be on the lookout for the Active-Listening Signal so they can improve on how quickly they respond.
Teamwork

1. Have the students practice the active-listening posture by playing the listening game called “I Hear You!”

   In pairs, have one student be the speaker and the other student the listener. Use the Active‑Listening Signal to get everyone’s attention, and then explain the following directions:

   1. Please turn and face your partner.
   2. When I say “Go,” the listeners will get into the active‑listening posture.
   3. The speakers will have about thirty seconds to describe what they would do if they found a magic wand.
   4. When I give the Zero Noise Signal, please stop talking.
   5. Then I will call on a listener from each team to tell us what the speaker said. If you use the active‑listening posture and you have heard what your partner said, you can earn a point for your team!

   Randomly call on listeners from each team to summarize what their partner said. Award one team point for evidence of good listening.

2. Repeat the exercise, but this time to demonstrate the effect of poor listening. Explain:

   When I say “Go,” the speakers are going to describe their favorite things to eat. But this time, the listeners are going to do the opposite of active listening.

   So, don’t look at the speaker, and don’t stay still with your hands in your lap. Do talk or sing while your partner talks!

   Do the activity for about thirty seconds, and then tell the students to stop. Ask:

   **Speakers, do you think that your partners heard what you had to say?**  
   *Most likely not.*

   **Listeners, was it hard to hear your partners and talk and move around at the same time?**

   *Yes.*

   **Speakers, how did it feel to talk when your partner was not listening?**

   *Take a few responses.*
3. Introduce the students to the Cooperative Challenge. Explain that you will present a new Cooperative Challenge to the class each week. Explain that the entire school will work on the same challenge. Say:

This week, the Cooperative Challenge is to practice active listening. All day—not just during the Getting Along Together lesson—I will watch for teams that are practicing active listening, and I will award points to those teams. Remember to use your listening skills all day so your team can be a super team!

Have the students do a quick team huddle to prepare to answer the Big Q.

**Reflection**

**The Big Q:**
Why is it important to be a good listener in the classroom?

*It feels good when a classmate listens to you; we learn more and remember more when we listen carefully; we can avoid the kinds of trouble that Buddy got into by being good listeners.*

**Home Connections**

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

- Remind the students to practice active listening during partner reading in reading class.
- Read other books with characters who don’t listen carefully or characters who don’t understand what they hear (e.g., any of the Amelia Bedelia books).
- Encourage the students to talk about ways that they use active listening at home too.
GAT2 Schoolwide Cooperative Challenges

Week 1  Use active listening.
Week 2  Use Stop and Stay Cool.
Week 3  Use “I” Messages.
Week 4  Use the Peace Path.
Week 5  Demonstrate a focusing strategy.
Week 6  Demonstrate a Stop and Think strategy.
Week 7  Use “I” Messages.
Week 8  Practice apologizing.
Week 9  Demonstrate a memory strategy.
Week 10 Help and encourage others.
Week 11 Use Stop and Stay Cool.
Week 12 Use the Feelings Thermometer.
Week 13 Use the Peace Path.
Week 14 Use active listening.
Week 15 Use a win-win solution.
Week 16 Show empathy.
Week 17 Use “I” Messages.
Week 18 Demonstrate a focusing strategy.
Week 19 Use Stop and Stay Cool.
Week 20 Use a win-win solution.
Week 21 Demonstrate a focusing strategy.
Week 22 Demonstrate a waiting strategy.
Week 23 Everyone participates.
Week 24 Use a win-win solution.
Week 25 Help and encourage others.
Week 26 Use “I” Messages.
Week 27 Show empathy.
Week 28 Use the Feelings Thermometer.
Week 29 Use active listening.
Week 30 Demonstrate a Stop and Think strategy.
Week 31 Use the Peace Path.
Week 32 Practice not interrupting.
Week 33 Use a win-win solution.
Week 34 Use Stop and Stay Cool.
Week 35 Demonstrate a memory strategy.
Week 36 Demonstrate a Stop and Think strategy.
Focus, Focus, Focus!

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

**Cooperative Challenge:** Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Play Sha Zam! whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn that the ability to focus is one of the key brain skills, and we will work on how to better focus all year. This means using our eyes to pay close attention, our ears to listen, and our brains to think hard about what someone is saying.

ADVANCE PREPARATION

- Display the Active Listening and Train Your Brain! posters.
- Have the Catch the Signal! and Sha Zam! Brain Game Cards available.
- Have a copy of Listen Buddy by Helen Lester available to refer to as needed.
- Have talking sticks available.
- Have a CD/tape player and music to play for the second teamwork activity. Choose a popular, upbeat, age-appropriate song that the students will know and enjoy.
Agenda

Active Instruction

- Play Catch the Signal! Brain Game to review the active-listening posture and the Active-Listening Signal.
- Explain why maintaining focus is an important part of listening by referring back to *Listen Buddy*.
- Review the purpose of playing Brain Games, and then play Sha Zam! to practice focusing.

Teamwork

- Play focus games to practice strategies for maintaining focus.
- Plan how to apply focus strategies throughout the day in school.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: What is one thing that you can do to help yourself to focus?**

2. Review the active-listening posture by asking everyone to show you the three parts of the active-listening posture that they learned yesterday. Note how well the students are able to use the active-listening posture. Ask:

   **What are the three parts of the active-listening posture?**
   
   *Look at the speaker, stay still with hands in lap, and be quiet.*

3. Introduce focusing, and relate it to *Listen Buddy*. Explain that focusing is an important part of being a good listener. Remind the students that Buddy wasn’t listening at the beginning of the story, but he is an active listener by the end of the story.

   Show page 29, and ask:

   **How do we know that Buddy is listening in this picture?**
   
   *His eyes are focused on the Varmint, and his ears are perked up.*

   **Why is he listening so carefully to the Varmint?**
   
   *Because the Varmint says he is going to use him in his bunny rabbit soup!*
Explain that the active-listening posture is one way to focus when someone is talking to you. You can focus and listen better if you:

- look at the speaker;
- turn your ears and brain on high; and
- use your eyes to pay close attention, your ears to listen, and your brain to think hard about what someone is saying.

Show the Focus Signal. Point to Owllivia on the Active Listening poster, and demonstrate the signal by putting your hands around your eyes. Tell the students that whenever you give this signal, you want them to use their eyes, ears, and brain to focus! It is another way to be a good listener.

4. Explain that focus is one of the skills that we will practice during Brain Games. Point out the skill on the Train Your Brain! poster. Emphasize that each time we play a Brain Game, we will get better and better at these skills.

Play Sha Zam! so the students can practice focusing skills. Remind the students to use their focusing skills to pay attention to the sounds that you make. For round one, use only two or three sounds. Then, add a sound in each round when you feel that the students are ready. Give the students the Focus Signal to remind them to think hard and listen carefully as you give the sounds. Play the game several times to give the students ample practice with focusing.

5. After playing a few rounds of Sha Zam!, have the students rate how it felt to focus on the sounds to figure out when the pattern was repeated. Have the students give a thumbs up if it was easy, a thumb to the side if it was just OK, and a thumbs down if it was hard. Use Think-Pair-Share to ask:

**What did you do to focus on the sounds?**

Accept reasonable responses. For example, I watched closely and listened carefully to the pattern of sounds. I used self-talk and repeated “pay attention” over and over in my head. I reminded myself not to look at other things around the room.

**Were there any noises or other things that made it difficult to focus?**

Possible answers may be teammates talking, someone coming into the classroom, or something on their desk.

Encourage the students by explaining that they will get the chance to play this and other focusing Brain Games many times throughout the year to improve on the skill.
Teamwork

1. Tell the students that they will play a game to practice active listening and focus at the same time. Give a talking stick to each team. Explain:

   - The person who is holding the talking stick will go first and describe his/her favorite game or sport to play.
   - Everyone else on the team should be using the active-listening posture to FOCUS on what the speaker is saying.
   - The speaker should then pass the talking stick to the next person on the team. The next person needs to repeat what the first speaker’s favorite game was and then tell what his or her favorite game is.
   - The next person who gets the talking stick has to remember what the first two speakers’ favorite games were and then tell his/her favorite game.
   - The last speaker has to tell what everyone’s favorite game is in addition to his/her own.

Tell the students to begin. Circulate and award a point for teams meeting the team cooperation goals, especially the goal to help and encourage others.

Use Buddy Buzz to ask:

   **How did the active-listening posture help you remember what the speaker said?**

   *I didn’t talk, so I was able to hear the speaker. I looked at the speaker, which helped me remember what the speaker was saying.*

   **How does it feel when someone really focuses on what you’re saying?**

   *It makes me feel like that person really wants to hear what I’m saying and that what I’m saying is important.*

2. Tell the students that they will do another activity to practice focusing, but this time there will be other noises that may make it harder to focus. Say:

   **What if I said that I would tell you exactly where a bag of treats was hidden, but I would only tell you one time how to find it? Would you listen and think hard about what I was saying?**

   **Show me how your face and body would look if you were focusing on what I was saying about where to find the bag of treats.**

Give the Focus Signal to remind the students to pay close attention. Before telling them where the bag of treats is hidden, turn on some music loud enough that they won’t really be able to hear you.
With the music on, very softly tell the students where the bag of treats is hidden in the classroom. Stop talking immediately after revealing the location, and ask:

**Were you able to focus on what I was saying?**

*The students will most likely say no because of the loud music and your soft voice.*

**Why was it harder to focus this time?**

*The music was on, and I couldn’t hear what you were saying because I was distracted by the music.*

Use **Think-Pair-Share** to ask:

**What could you have done to help yourself focus in that situation?**

*I could have asked the teacher to turn the music off, made sure I was looking directly at the teacher, or moved closer to the teacher.*

**Sometimes, it can be hard to concentrate and focus when there are other noises around. Let’s try it again. Use a strategy so you can really focus on what I am saying.**

This time, play the music, but talk in a normal tone as you reveal the hiding place for the bag of treats.

**Use Buddy Buzz to tell your partner what strategy you used to really focus and whether it worked.**

**What other noises/distractions might there be in a classroom that might make it hard to hear what someone is saying?**

*Other people talking or making noises, noises outside, the intercom, etc.*

3. Have each team brainstorm two or three strategies that they could use to help them keep their focus, maintain attention, and minimize distractions. Some of the possible answers may include:

- Cover your ears to keep out distracting noises.
- Use the Focus Signal to remind yourself to focus.
- Go to a quiet spot to finish your work.
- Always keep your eyes on the speaker.

After a few minutes, have the students do a quick team huddle to make sure that they are prepared to answer today’s Big Q.
Reflection

The Big Q:
What is one thing that you can do to help yourself to focus?

Answers will vary. For example, I can keep my eyes on the speaker, go to a quiet place, cover my ears to keep out distracting noises, put away anything on my desk that I tend to play with, or use the Focus Signal as a reminder.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

• Give the Focus Signal when you read a story aloud during the listening-comprehension part of reading to remind the students to listen carefully.

• Remind the students to focus when you are explaining a new idea in math or science.

• Remind the students to keep their eyes on the speaker when their teammates are talking and sharing ideas.

• Suggest that the students try strategies like self-talk and avoiding distractions to help them maintain focus throughout the day.
Active Listening: Say It Back and Ask Questions

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Sha Zam! whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Saying it back (or repeating the information given) and asking questions are important parts of active listening. Doing those two things gives you the opportunity to check that you understand exactly what the speaker is saying.

ADVANCE PREPARATION

- Make sure the Active Listening poster is posted.
- Have Listen Buddy available.
- Copy parrot papers—one per student.
- Have scissors and glue available.
- Have one craft stick per student available to make a parrot.
- Copy the Sentence-Starter Picture Card sheet, and cut out one set of picture cards (6 cards) per team.
Agenda

Active Instruction

- Introduce the topics of saying it back and asking questions by reviewing active listening and focusing.
- Sing a song so the students can practice saying it back.
- Model asking questions to understand what you think you heard.
- Apply asking questions and saying it back to Listen Buddy.

Teamwork

- The students color and make parrot puppets.
- The students use parrot puppets to practice saying it back and asking questions.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: How do the strategies of saying it back and asking questions help us to be better teammates?

2. Explain that you are going to introduce two more important parts of active listening: say it back and ask questions. Point out these two parts on the Active Listening poster. Briefly review the previously learned components of active listening. Tell the students to use their memory muscles to answer:

   What are the three parts of the active-listening posture?
   Look at the speaker, stay still with hands in lap, and be quiet.

   Hold up your hand to show the Active‑Listening Signal, and ask:

   What does this signal mean?
   It means we should get into the active-listening posture.

   What important listening skills have we learned so far?
   The active-listening posture and the need to focus when listening.

Tell the students that before they say it back, you want to see everyone in the active-listening posture. Give the Active‑Listening Signal, and then pause until everyone is in the active-listening posture.
3. Tell the students that you will teach them how to say it back first. Use an echo song to practice saying it back as a class.

   **Let's sing the song, “Boom Chicka Boom” together to practice saying it back.**

Sing "Boom Chicka Boom." Have the students repeat each line after you.

   Teacher: I said a‑boom‑chick‑a‑boom!
   [Group echoes.]
   Teacher: I said a‑boom‑chick‑a‑boom!
   [Group echoes.]
   Teacher: I said a‑boom‑chick‑a‑rock‑a‑chick‑a‑rock‑a‑chick‑a‑boom!
   [Group echoes.]
   Teacher: Uh‑huh!
   [Group echoes.]
   Teacher: Oh yeah!
   [Group echoes.]
   Teacher: This time!
   [Group echoes.]
   Teacher: We sing!
   [Group echoes.]

Now repeat the song, singing it in a soft voice.

Add a different variation each time, such as:

- a high-pitched tone or
- a plugged-nose voice (have students hold noses while singing)

Discuss how saying it back is an important part of listening. Point out that the students had to say the words of the song back to you each time.

Use **Buddy Buzz** to ask:

   **How did saying back each line of the song show me that you were listening?**

   *We had to repeat back exactly what you said before we went on to the next line. You knew that we were listening because we were able to sing back exactly what you sang.*

Summarize that good listening sometimes involves repeating back what a person has said to make sure that you understood the words. Ask:

   **What would have happened during the song if all of you had not listened carefully?**
If we hadn’t listened carefully, we would have had to keep starting the song over. We would have had to ask you to sing it again. We would have sung it wrong/incorrectly.

Summarize:

Saying it back helps us check that we heard the correct words.

We use some of the skills that we have already learned, such as the active-listening posture and focusing.

Repeating what a speaker said gives the listener the chance to check that he or she correctly heard what the speaker said.

4. Explain that in addition to saying it back, asking questions is another important part of active listening. Tell the students that sometimes they can be in the active-listening posture and focused on the speaker, but they still might not understand what the speaker is saying. Tell the students that they will play a game to learn more about how asking questions helps them be better listeners.

Explain that you are going to use Numbered Heads to choose one person to start the game. Choose #2 from one of the teams and ask him/her to stand. Say:

Now you can earn a point for your team if you can please noodle moodle for five seconds.

When the student says that he or she does not know what that means, say:

Ask your teammates how they suggest you find out. Here is a hint: remember what today’s lesson is about.

They need to ask you the question, “What does noodle moodle mean?”

When the student asks you the appropriate question, answer:

Noodle moodle means to hop on one foot.

Have the student do the movement, and then ask the whole team to do the movement. Award a point to the team.

Repeat the activity with the rest of the teams, one team at a time, using the following words. In each case, the student needs to ask something like, “What does ______ mean?” or “How do I ______?” Once the student understands the action, have the whole team do the activity. Award one point to each team.

- hunka-munka = Jog in place.
- honey-bunny = Hop like a bunny.
- skizzer-moo = Do jumping jacks.
- ying-ting = Touch your toes.
- nickle-pickle = Do the twist.

Use Buddy Buzz to ask:

What does this silly game teach us about what to do if you hear what the speaker says, but you do not understand what the speaker means?
This game teaches us that if you do not understand something, you should ask a question.

5. Refer back to *Listen Buddy*, and discuss how using say it back and asking questions could have helped Buddy be a better listener. Apply asking questions to *Listen Buddy*.

Use *Buddy Buzz* to ask:

- How could Buddy have made sure that he understood what his parents wanted?
  
  *He could have used say it back and said “a basket of wash.” And he could have asked a question like “Do you want me to get a basket of wash? Is that what you said?”*

- When Buddy’s ears heard fifty potatoes, what question could he have asked?
  
  “Do you really want me to get fifty potatoes?”

- What are some other times that Buddy could have used say it back and asking questions to make sure he understood what his parents wanted?
  
  Accept reasonable responses. For example, he could have said to his father: “Did you say that you wanted me to bring you a hen?” And then his father could have said, “No, a pen!”

### Teamwork

1. Explain that the students will now get to practice saying it back and asking questions as a team. Say:

   *Raise your hand if you know what a parrot is.*

   *A parrot is a bird that knows how to say it back. If I said, “Polly want a cracker,” what would the parrot say back?*

   *Polly want a cracker.*

   *I am going to give each of you a picture of a parrot.*

   Pass out parrot papers. Have the students cut, color, and glue parrots onto craft sticks. Tell the students that they have about 10 minutes to color and assemble their parrots. Remind teams about the team cooperation goals, and circulate as they work to encourage good teamwork.

2. Have the students use the parrot puppets to practice saying it back and asking questions. Explain:

   *Now I am going to give each team some sentence-starter picture cards. I want each of you to think of two sentences to say about the picture and then call on a teammate to say back what you just said about the picture card.*
Give a set of sentence-starter picture cards to each team. Have each student randomly select one of the cards and think of two sentences to say about what is happening in the picture. Have the students work with their partners:

- Tell the first partner to say two sentences about his or her picture.
- Have the other partner use the parrot puppet to say back exactly what was said.
- Then have the partners switch roles and repeat the process.

After both partners have shared their sentences and used say it back, use the Zero Noise Signal to get the students’ attention. Use **Think-Pair-Share** to debrief.

**How did it feel when your partner was able to say back exactly what you said?**

*It made me feel happy and like my partner was really listening.*

Now that the students have practiced saying it back, have them practice asking questions. Explain that now you want the students to take turns asking questions about what their partners said about their pictures. Give the students a minute to think of one or two questions to ask their partners. Tell the students to use their best active-listening skills and take turns asking questions with their partners.

Circulate as the students practice, and award points for evidence of team cooperation or Cooperative Challenge behaviors.

Debrief the activity by using **Think-Pair-Share** to ask:

**How did it feel when your partner asked you questions?**

*I was glad to hear my partner's questions because I could tell that my partner had listened to me and thought about what I said. I felt like my partner really cared about what I had to say.*

Have the students do a quick team huddle to make sure that they are prepared to answer today’s Big Q.

**Reflection**

**The Big Q:**

*How do the strategies of saying it back and asking questions help us to be better teammates?*

*Saying it back helps us check that we heard someone correctly. It helps us better understand what our teammates and classmates are saying. Saying it back makes our teammates feel that we are really listening to exactly what they are saying. When we ask a question, it shows our teammates that we listened and care about what they said. Asking questions also helps us learn more and get more information.*
Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

- During partner reading, point out that the students say it back when they paraphrase or summarize what their partner read (retell). Have the students practice saying it back during partner reading, and award points so summarizing becomes a regular routine.
- Encourage the students to ask questions while reading and during math, science, and social studies to dig deeper into content and find out more information.
- Share some other books about listening, such as *I Have a Little Problem, Said the Bear* by Heinz Janisch.
Sentence-Starter Picture Cards
Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Telephone whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: To work well as a team, we need to understand one another’s feelings. One way to communicate your feelings is to use an “I” Message to tell how you feel and why.

ADVANCE PREPARATION

☐ Post the Feelings Tree on or near the Getting Along Together bulletin board. Have additional paper leaves available to post different feelings on the branches.

☐ Have the Telephone Brain Game Card available.

☐ Cut out some pictures from magazines or print out pictures from the Internet of people who look happy, sad, or angry (try to find two examples of each).

☐ Write “I feel _______ because _______” on a chart or sentence strip.

☐ Since today is the fifth lesson and concludes one week of lessons, tally team points, and award super, great, and good stickers. Record the results on the Team Success! poster.
Agenda

Active Instruction

• Discuss how the next several lessons will focus on how to solve problems and work well as a team.
• Chart different kinds of feelings on the Feelings Tree.
• Play Thumbs Up/Thumbs Down to practice listening for clues to how someone is feeling.
• Introduce how to give an “I” Message.

Teamwork

• Play “How Do I Feel?” to practice giving “I” Messages and to understand that people may feel differently in the same situation.
• Summarize the main points about identifying feelings in others.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What is one way to share your feelings with others?

2. Introduce the topic for the next several lessons by explaining that listening well is only the first step of working together as a team. The students also need to be able to solve problems together. Tell the students that an important part of getting along is understanding each other’s feelings. They will identify basic feelings and look for clues to how others are feeling.

   Have the students identify basic feelings: happy, angry, and sad. Draw faces to represent each of these feelings on the board:

   ![Happy, Angry, Sad Faces]

   Ask:

   I bet many of you know some of the feelings on the board. Who can name the first feeling?

   Happy.
The second feeling?

Angry.

The third feeling?

Sad.

3. Introduce the Feelings Tree. Explain that you will be using a special Feelings Tree to keep track of these and other feelings. Point to the Feelings Tree and explain:

This is our very own Feelings Tree! As you can see, happy, sad, and angry are already written on three of the branches. Each branch will represent a family of feelings. We will use the tree to keep track of all the feelings words that we know.

Illustrate how the branches will represent a family of feelings by discussing other words related to one of the feelings on the branches. For example, use Buddy Buzz to ask:

What is another word to describe someone who is feeling sad?

Accept reasonable responses. For example, hurt, gloomy, unhappy, etc.

Write each related word that the students come up with on its own leaf. Add these leaves to the sad branch. See if the students have any related words to add to the happy (e.g., joyful, glad) or angry (e.g., mad, furious) branches. The goal is to continue adding feelings to the Feelings Tree and for the students to understand how some feelings are related or similar. It is a great way to build vocabulary, and you can start to challenge the students to guess on which branch a word belongs.

4. Introduce how to use sounds like/looks like clues to guess how another person feels. Give the Active‑Listening Signal, and remind the students to get in the active-listening posture. Say:

• Let’s play a Thumbs Up/Thumbs Down guessing game.

• I am thinking of a feeling, and I am going to use my voice and my body to give you a clue.

• If you think I am happy, give a thumbs up. If you think I am sad, give a thumbs down.

Say, “I am going to get my hair cut,” in a very happy and excited tone of voice. Use facial expressions and body posture to show happiness and excitement. Have the students show a thumbs up or thumbs down.

Thumbs up, I am feeling very happy about getting a haircut.

Use Buddy Buzz to ask:

How did you know how I felt? What gave you clues to how I was feeling?

Your voice, body posture, and facial expressions.
Now have the students listen to you for another clue and give a thumbs up for happy or a thumbs down for sad. Say, “I am going to get my hair cut” in a sad and gloomy voice. Have the students show a thumbs up or thumbs down.

**How did you know that I was sad about the haircut?**

*Your voice was low, your face looked sad, and your body was slumping.*

Summarize that one clue to how someone feels is the sound of his or her voice. Another clue is how someone looks. You can look at the person’s face (eyes, mouth, etc.) to see how he or she is feeling. You can also look at that person’s body posture (head down, hunched shoulders, etc.) to see how he or she might be feeling.

Explain that the best way to know for sure how someone is feeling is if he or she tells you. Tell the students that they will use something called an “I” Message to share their feelings. Explain that the two parts of an “I” Message are telling *how* you feel and *why*. Show the main parts of an “I” Message on a sentence strip or chart:

I feel _______ because _______.

Discuss a few examples of “I” Messages. For example, “I feel happy because I got a new bike” or “I feel sad because I can’t go to the park to play.” Explain that “I” Messages will help the students make sure they understand each other’s feelings. Summarize that “I” Messages give the students a way to use their words to say how they feel and why.

**Teamwork**

1. Tell the students that you want them to work with their partners for this next activity. Have partners face each other so they can easily see each other. Have partners number off by 1s and 2s. Explain:

   • We are going to play a game called “How Do I Feel?”
   • I am going to describe a very short story.
   • Number 1s, you will use your faces and bodies to show how you would feel if these things happened to you.
   • Then, number 2s will guess how their partners are feeling. (Remember to look for clues in your partner’s face and body posture.)
   • Then, number 1s will say an “I” Message to tell how you would feel and why.
   • Number 2s can check to see if you were correct.

Model how to play the game. Choose a student to be your partner—you can be number 1, and the student can be number 2. Read the following short story:

*It’s your birthday! You open a wrapped present to find the toy that you have been hoping to get for months!*
As number 1, show how you would feel (e.g., smile, raise your hands). As number 2, have the student volunteer guess how you feel. Then, give an “I” Message to clearly state how you feel and why. For example, I feel so happy because I have wanted this toy so badly for months! Ask the student volunteer if he or she guessed correctly.

Now have the students play “How Do I Feel?” with their partners. Read the next short story aloud:

Your mom comes home and says, “Let’s go out for ice cream!” Number 1s show your partner how you feel…

Circulate and check that number 1s show how they feel, number 2s guess the feeling, and then number 1s give an “I” Message.

Now have partners switch roles so they both get the chance to give an “I” Message.

You are playing with some friends outside. One of your friends walks over and pushes you to the ground! Number 1s, show your partner how you would feel…

Circulate and check that number 1s show how they feel, number 2s guess the feeling, and then number 1s give an “I” Message.

For the examples discussed so far, most students probably had the same feelings. Now read the next short story aloud and see if some students have different feelings.

Your cousin wants you to ride a roller coaster with him this weekend. Number 1s, show your partner how you would feel…

Circulate and check that number 1s show how they feel, number 2s guess the feeling, and then number 1s give an “I” Message to tell how they feel and why.

2. Debrief the activity by using Buddy Buzz to ask:

What clues did you use to guess how your partner was feeling?

Mouth, eyes, body posture, etc.

Some of you may not have correctly guessed how your partner was feeling. Why do you think that happened?

My partner felt differently than I would. I couldn’t tell from her face how she was feeling. Her face/body posture was different from how mine would have been if I felt that way.

Explain that people can have very different feelings about the same situation. Discuss a few more situations in which people may have different feelings. Tell the students that you want them to give a thumbs up if a situation would feel good to them and a thumbs down if it would feel uncomfortable or not so good. Have the students put their heads down while they respond to the following situations (after each round, tell the students the results):

- You are spending the night at your cousin’s house, and she tells you that you are going to watch a scary movie.
- Your neighbor asks if you want to hold his pet frog.
- Your mother tells you that you will take a long walk together.
Explain that this is why it’s so important for the students to use “I” Messages to describe their feelings. Since people don’t all feel the same way about every situation, they need to use words to explain their feelings. Explain that “I” Messages help other students know exactly how they feel and why. Have the students do a brief team huddle to make sure that they are prepared to answer today’s Big Q.

**Reflection**

**The Big Q:**

**What is one way to share your feelings with others?**

_I can use an “I” Message to tell other people exactly how I feel and why so they do not have to guess. I can also show how I feel with my face and my actions (what I do with my body, posture, etc.)._

**Home Connections**

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

- Have the students do an art activity to make Feelings Masks. (You can use paper plates and craft sticks.) Then have the students guess the feeling depicted by each mask.
- Encourage the use of “I” Messages throughout the day.
- Use a story, such as _The Three Bears_, to practice giving “I” Messages for the different characters.
Feelings Leaves
The Feelings Thermometer and Stop and Stay Cool

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Telephone whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn to use the Feelings Thermometer to measure the intensity of their feelings and use the Stop and Stay Cool Steps to calm down and keep cool.

ADVANCE PREPARATION

☐ Find a picture of a thermometer, or bring in an actual thermometer.
☐ Have a copy of the laminated Feelings Thermometer and the Stop and Stay Cool poster posted.
☐ Have a copy of the book When I Feel Angry by Cornelia Maude Spelman. (The pages of the book are not numbered; please number them yourself.)
☐ Have the “Stop and Stay Cool” video and a television and a DVD player available to show the video.
☐ Copy the “What makes me mad?” sheet—one per student.
☐ Have a red dry-erase marker and red crayons, available if necessary.
☐ Since this lesson is the start of a new week of lessons, remember to start over the weekly Team Tally point-keeping to award team stickers at the end of the week.
Agenda

Active Instruction

- Read *When I Feel Angry* to understand strong emotions and ways to cool down.
- Discuss how thermometers measure a range of something and how the Feelings Thermometer measures the intensity of a feeling.
- Introduce the Stop and Stay Cool Steps, and show the animation DVD.

Teamwork

- Rate feelings on the “What makes me mad?” sheet, and role-play using the Stop and Stay Cool Steps.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Another important skill needed to be a good team member is to be able to control your feelings. Tell the students that they will learn about the Feelings Thermometer and the Stop and Stay Cool Steps. Point out the posters. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

Big Q: How do the Feelings Thermometer and Stop and Stay Cool Steps help us stay cool and calm?

2. Introduce the topic of today’s lesson by reading *When I Feel Angry*. Tell the students to listen as you read to identify how the main character is feeling. Have the students think about when they may have had similar feelings to the main character. Pause to ask the following questions as you read.

Read pages 1–6, and ask

What feeling does the rabbit describe on these pages?

*Anger.*

In which different situations does Rabbit feel angry?

*She feels angry when:*

- somebody makes fun of her.
- she has to stop playing and clean up her room.
- it rains when she can finally go swimming.
- she has a hard time drawing something.
- the teacher thinks she was talking, but she wasn’t.
Remind the students that they learned about “I” Messages in the previous lesson. Quickly review what an “I” Message is by telling the students how you feel right now. (“I feel ________ because ________.”) Have the students take a minute to talk with their partners about an “I” Message that Rabbit could have given in one of the situations described so far in the story.

_I feel angry because somebody made fun of me. I feel angry because the teacher thinks I was talking, but I wasn’t, etc._

**Page 7:** Raise your hand if you have ever felt anger as a strong, hot feeling.

**Page 8:** What does the author mean when she says, “Feeling can’t hurt anyone or get me in trouble, but doing can”?

_It is OK to have strong feelings, but doing something such as yelling or hitting can hurt us or someone else._

**Pages 9–11:** Rabbit thinks of good ways to handle her anger. Name one of those ways.

_Go away from the person you’re angry with for a while. Take deep breaths, and blow the air out hard to send the anger out of you. Make the anger cooler by running, riding a bike, or doing something that you really like to do._

**Pages 12–17:** What other ideas does Rabbit say might help when we’re really angry?

_Rest a while, take time by yourself, ask for help, etc._

**Page 18:** How does active listening help to make things better?

_You can listen to what the other person says about the problem. “Talking and listening usually make things better.”_

**Pages 19 and 20:** Describe a time when you used one of the cool-down strategies that Rabbit used.

_For example, I take deep breaths or run around my yard when I am angry at my sister._

3. Explain that many of the students have probably felt angry in some of the same situations in which Rabbit felt angry. The same situation may make some people feel very angry and others feel just a little bit angry. Tell the students that’s because feelings come in different sizes. Explain that the Feelings Thermometer is going to help the students understand whether they feel something a little or a lot.

Explain how thermometers work. Hold up a picture of a thermometer, or show an actual thermometer.

_Look at this thermometer. If I wanted to know whether it is hot or cold outside, would a thermometer help me?_

_Yes._
Turn to your partner, and discuss how you can use a thermometer to tell whether it is getting hotter or colder.

_The red line goes up or down. It goes up as the temperature gets hotter, and it goes down as it gets cooler._

Point to the posted Feelings Thermometer, and explain to the students that it will help them measure their feelings. It works just like a regular thermometer does when it measures the temperature. Explain that the Feelings Thermometer will measure how strongly they feel about something—theyir feelings temperature!

Help the students make a personal connection to _When I Feel Angry_ using the Feelings Thermometer.

First, Rabbit is angry because somebody makes fun of her.

Look at the Feelings Thermometer. Decide how angry you would feel if somebody made fun of you. Hold up your fingers behind your back to show a 5 if you would be really angry or a 1 if you would be just a little angry. You would hold up three fingers if you might be in the middle.

Have the students turn to their partners and reveal how many fingers they are holding up to show where they would be on the Feelings Thermometer and why in that situation. Ask:

_Were you and your partner at the same point on the Feelings Thermometer in this situation?_

_Highlight the fact that the students may feel differently in the same situation._

Then, Rabbit was angry when she had to stop a game at the best part and clean up her room.

Decide how angry you would feel if you had to stop playing a game at the best part and clean up your room. Hold up five fingers if you would be really angry or one finger if you would be just a little angry. Hold up a number of fingers somewhere in between if you might be in the middle.

Have partners compare their numbers to notice the similarities and differences in the intensity of their feelings. Have partners take turns to say where they would be on the Feelings Thermometer and why in that situation. Ask:

_Another time Rabbit was angry when she had a hard time making her drawing look right._

Decide how angry you would feel if you had a hard time making your drawing look right. Again, hold up your fingers to show where you would be on the Feelings Thermometer.

Have partners once again compare their numbers and notice the similarities and differences in the intensity of their feelings. Ask:

_Think about where you were on the Feelings Thermometer for those three situations. Did you have the same amount of anger in all three situations?_

_Take a few responses._
Which situation made you the most angry, and which situation made you the least angry?

*Have a few students share.*

4. Debrief the activity with the students by summarizing that if the Feelings Thermometer shows that they are feeling a strong emotion (a 4 or a 5), it is a sign that they need to do something about this feeling. Using “I” Messages is one thing to do because they can share their feelings with someone else. Ask:

   **When you are sick and have a high temperature, what might your parents or a family member do to cool it down?**

   *Use an ice pack on my head, give me a cool bath, give me medicine, etc.*

   **What do you do if you are feeling really hot in the summer and you want to cool down?**

   *Drink a cool drink, sit in front of a fan, go swimming, etc.*

   **In Getting Along Together, we have a special way to bring our feelings temperature down. It is called Stop and Stay Cool.**

   Introduce the five Stop and Stay Cool Steps. Show the poster of Chilly using Stop and Stay Cool. Quickly read aloud and demonstrate the five steps of Stop and Stay Cool.

5. Show the “Stop and Stay Cool” video to illustrate how the steps are used. Tell the students to pay close attention to Chilly’s feelings during the animation and how he uses Stop and Stay Cool. Use the following questions to debrief the video:

   **How did you know that Chilly needed to use Stop and Stay Cool?**

   *He looked angry, his face got really red, he scowled, he was shaking, etc.*

   **Where do you think his anger would be on the Feelings Thermometer?**

   *Probably at a 5!*

   **What steps did you see Chilly using?**

   Point to the Stop and Stay Cool poster as the students name each step.

   **How did using the Stop and Stay Cool Steps help Chilly?**

   *He was able to calm down, focus, think, and catch a fish!*

   Tell the students that they will get a chance to practice these steps during Teamwork.
Teamwork

1. Explain that the students are going to practice role-playing some situations in which they would need to use Stop and Stay Cool. Hand out a “What makes me mad?” sheet to each student. Distribute red crayons if necessary. Explain:

   - I want you to think of a situation that might happen at school that would make you feel a little bit angry. Color the first thermometer up to a 1, and tell your partner about the situation.

   - Now think of a situation that might happen at school that would make you very angry—a 5 on the Feelings Thermometer! Color the second Feelings Thermometer up to 5.

   - Now tell your partner about the situation, and describe how you would look and act if you were so angry that you were at a 5 on the Feelings Thermometer.

   It may help if you describe an example of each situation for the students. After allowing about two minutes for the students to describe their situations, have them act out how to use the Stop and Stay Cool Steps with their partners. Tell partners to take turns acting out each step of Stop and Stay Cool, and while one partner is acting it out, the other partner can check the steps on the poster.

   Debrief the activity by asking the following questions. Ask:

   **What are some clues that a person feels really angry—a 5 on the Feelings Thermometer?**

   You can tell by the tenseness of his or her face, the tenseness of his or her body, what he or she is saying, or whether he or she is using a loud or soft voice. You can tell by how his or her body looks—whether he or she looks calm, upset, hot, or sweaty.

   **How would we know for sure how someone else feels?**

   We know for sure when he or she tells us with an “I” Message.

   **How does using Stop and Stay Cool help when you have a strong feeling?**

   Using Stop and Stay Cool gives us a chance to stop and think about how we are feeling. We give ourselves a Chilly hug and take deep breaths to relax. It gives us a chance to cool down.

2. Do a brief team huddle for teams to prepare to answer the Big Q by having the students talk about examples of why they would use the Feelings Thermometer and Stop and Stay Cool.
Reflection

The Big Q:
How do the Feelings Thermometer and Stop and Stay Cool Steps help us stay cool and calm?

The Feelings Thermometer lets us know if we feel very strongly about something. “I” Messages let others know how strongly we feel about something. When our feelings are at a 4 or a 5, we can’t think clearly. Stop and Stay Cool helps us calm down, relax, and make better choices about how we act.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

- Encourage the students to use the Stop and Stay Cool Steps at times during the school day when they feel their feelings temperature rising, for example, when they are about to take a quiz and are feeling nervous or scared, or when they are waiting in line in the cafeteria and somebody cuts, and they start to feel mad.
- Read other books about having strong feelings, such as Sometimes I Feel Like a Storm Cloud by Lezlie Evans or When Sophie Gets Angry—Really, Really Angry by Molly Bang.
- Use books such as The Three Bears to talk about how characters, such as Papa Bear, could have used the Stop and Stay Cool Steps.
What makes me mad?

Name ___________________________________________  Date __________

1. ____________________________________________  2. ____________________________________________

1  2  3  4  5

0  1  2  3  4  5
Stop and think—stay in control!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Freeze whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn to use the Stop and Think Signal to remind us to stop and think before we act and will learn ways to stay in control.

ADVANCE PREPARATION

☐ Have a CD player, or other source of music, available to use with today's Brain Game.
☐ Have the Freeze Brain Game Card available.
☐ Have Stop and Stay Cool and Train Your Brain! posters displayed.
☐ Have the “Stop and Think” video available.
☐ Bring in small treats for the students for the first activity in Teamwork.
☐ Copy the “Do I stop and think before I act?” page—one per student.
☐ Make sure you have set up an area of your classroom as the Thinking Spot.
Stop and think—stay in control!

Agenda

Active Instruction
- Play Freeze to practice stopping and thinking.
- Introduce the Stop and Think Signal, and introduce the purpose of the Thinking Spot.

Teamwork
- The students rate their ability to use Stop and Think in different situations.
- The students identify and share strategies to remember to stop and think.
- Play Freeze again, and have the students apply one of the strategies.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Explain to the students that sometimes when people get angry or frustrated, they don't stop and think before they act, or they choose an action that they may later regret. Learning how to recognize when your Feelings Thermometer is going up and learning how to stop and stay cool is one way that you can help yourself stop and think before you do something that may make the situation worse. There are many other times that learning to stop and think may help us make better choices as well. Point to the Train Your Brain! poster, and tell the students that today we will talk about ways to remember to stop and think. (Give the Stop and Think Signal.) Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: How will using Stop and Think help you stay in control and work well as a team?

2. Review and discuss the purpose of Brain Games. Remind the students that Brain Games will be a part of each Getting Along Together lesson.

   Use Buddy Buzz to ask:

   Who can tell me some of the Brain Games that we have played so far?
   Accept reasonable responses, for example, Telephone, Catch the Signal!, Sha Zam!, etc.

   Do you know why we play Brain Games? (Hint: Think about the word brain!)
   We play Brain Games to help our brains grow stronger and to improve our thinking skills.

   Why do you think we play the same game several times?
   Because each time we play, we get better. And it’s fun!
Explain that for today’s Brain Game, the students will play Freeze. Tell the students that this is a new category of Brain Game; it’s on a green card, which means it helps us practice stopping and thinking. Mention that the other Brain Games they have played so far worked on their ability to focus. Tell the students that now they will work on stopping and thinking to better control their actions.

Play Freeze to introduce the skill of stopping and thinking before one acts. Play a few rounds of Freeze with the students, and focus on freezing in place when the music stops. Ask the students to think about whether it was hard or easy for them to keep their bodies still when the music stopped. Tell the students to turn to their partners and give a thumbs up if it was easy, a thumbs down if it was hard, or a thumb to the side if it was in between. Ask:

**What did you do to help keep your body still?**

*Answers may vary. For example, I closed my eyes, or I kept repeating, “Be still, be still,” in my head.*

Tell the students that Freeze helps them work on stopping and thinking. In this game, they are working on the ability to keep their bodies from doing something even when it’s difficult. Encourage the students that they will get to play Freeze again during the day, and it will get easier to stay still each time they play. The more students practice the skill, the easier it will be to remember to use it.

3. Introduce the Stop and Think Signal and the Thinking Spot. Tell the students that you are going to use a special signal to remind them to stop and think. Point to Buster, and show the students the Stop and Think Signal—hold up your hand to indicate *stop*, and point to your head with your finger to indicate *think*.

Explain that there are many times during the school day when the students need to stop and think. Explain:

**Sometimes you want to say or do something right away even if it’s not your turn. This is when you need to stop and think. You need to exercise your brain muscles, stop and think, and use a strategy to help you wait.**

Show the “Stop and Think” video. Discuss and review the four steps presented in the video.

Use Buddy Buzz to ask:

**What are some other times during the school day when you need to stop and think?**

*Accept reasonable responses, for example, when you feel like you want to call out an answer or when you want to get out of your chair during class.*

**What are some other times when it is important for you to remember to stop and think?**

*Accept reasonable responses, for example, when you feel like you might poke or hit a friend or when you feel like you might say something unkind to a classmate.*
Point out the Thinking Spot area of the classroom. Explain that sometimes the students may need to be by themselves and go to the Thinking Spot to think through a problem. It is a quiet place where they can go to think. Most of the time they will use stop and think at their seats with their teams, but sometimes if it's a bigger problem, they may want to go to the Thinking Spot. Tell the students that they will learn more about some of the tools that will be available to them in the Thinking Spot in other lessons this week (the Peace Path, Think-It-Through sheets, etc.).

**Teamwork**

1. **5 minutes**
   Do a quick activity to show the students how difficult it can be to remember to stop and think when they are excited.
   - Give the Active-Listening Signal to get the students’ attention.
   - Explain that you are very proud of all the hard work that the students have been doing so far in Getting Along Together. Tell them that you brought in a big bag of treats to celebrate!
   - As soon as you tell them about the treats, say, in a moderate tone of voice, that you need everyone to be completely quiet to pass out the treats.
   - Count, or time, how long it takes the students to get completely quiet. Most likely, since the students are excited, it will take them some time to settle down. Point out that it’s not so easy to stop and think when you get excited and your happy feelings are a 5 on the Feelings Thermometer!

2. **10 minutes**
   Hand out a “Do I stop and think before I act?” sheet to each the student. Tell the students to think about times when they need to stop and think before they act. Read each situation aloud to the students, and have them circle the picture that matches how often they stop and think in each situation. Have the students circle the thumbs up if they think they always remember to stop and think, the thumb to the side if they remember most of the time, or the thumbs down if they only remember sometimes.

3. **10 minutes**
   After the students have finished the “Do I stop and think before I act?” page, as a class, discuss times in school that it is difficult for them to stop and think. Have the students turn to their partners and talk about a strategy that they can use in this situation to help them stop and think and stay in control.

   Use a graphic organizer (circle map), and write “What can I do to stop and think?” in the center circle. Use Random Reporter to have one member of each team share one of the team’s ideas (record on the circle map). Ideas may include some of the following:
   - take deep, slow breaths;
   - count quietly in my head (1-2-3, etc.);
   - tell myself to calm down;
   - close my eyes, and avoid distractions; and
   - give the Stop and Think Signal.
4. Tell the students that they are going to play Freeze again. This time, have the students use one of the strategies from the circle map to stop and think (e.g., take deep breaths, give the Stop and Think Signal, close your eyes). After playing the game, ask the students if they noticed any difference when they used the strategy. Tell the students that they will get to practice these strategies throughout the year.

Have the students do a brief team huddle to think about how stopping and thinking will help them work better as a team.

**Reflection**

**The Big Q:**

How will using Stop and Think help you stay in control and work well as a team?

*By using Stop and Think, we will think before we act and avoid interrupting our teammates. We will help and encourage one another and use the Stop and Think Signal to remind one another to stop and think. When we use Stop and Think, we will be better at taking turns and listening to our teammates.*

**Home Connections**

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

Use the Stop and Think Signal throughout the day to remind the students to stop and think in situations such as the following:

- when they are walking in line through the hallway (e.g., not running, staying in a straight line, not talking);
- when you see that a student may be getting impatient when taking turns; or
- when you notice that a student’s feelings may be rising on the Feelings Thermometer.
Do I stop and think before I act?

1. Do I stop and think when I feel like I want to call out an answer?
   - Always
   - Most of the time
   - Only sometimes

2. Do I stop and think when I want to get out of my seat without asking?
   - Always
   - Most of the time
   - Only sometimes

3. Do I stop and think when I want to cut in front of someone when we’re waiting in line?
   - Always
   - Most of the time
   - Only sometimes
Win-Win Win-Win Solutions

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Freeze whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn that a win-win solution is one in which both sides are happy with the solution and that there is more than one way to solve a conflict.

ADVANCE PREPARATION

☐ Have the talking sticks available—one per team.
☐ Prepare the win-win, win-lose, and lose-lose charts. (See the third instruction bullet in Active Instruction.)
☐ Have the Getting Along Together character stick puppets prepared and available—one set per team.
☐ Cut apart and put a set of conflict-scenario cards in a hat so each team can choose one.
Agenda

Active Instruction
- Participate in a Thumbs Up/Thumbs Down exercise to highlight the link between conflicts and feelings.
- Introduce the concept of using win-win solutions to solve conflicts.

Teamwork
- Participate in a team activity to differentiate between win-win and win-lose solutions.
- Participate in a team role-play activity to apply multiple win-win solutions to conflict situations.
- Summarize that conflict is a normal part of life and can be solved using win-win solutions.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Tell the students that today they will learn about win-win solutions. Yesterday the students practiced how to stop and think before they act. This is the first step in making good decisions. When thinking about how to solve a problem that you have with someone else, it is good to think of a solution that both people can feel good about.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: Why do we want to use win-win solutions to solve our conflicts?

2. Introduce the topic of conflict and how it affects our feelings. Explain that today you will talk about how well the students are getting along with their friends. Tell the students to give you a thumbs up if what you describe would make them feel really happy or a thumbs down if it would make them really mad.

   You spend the whole day with your best friend, and nothing goes wrong. You share and take turns, want to play the same games, and laugh all day long. Do you give that a thumbs up or a thumbs down?

   Most students will give a thumbs up.

   On another day, you go to your friend's house to play. When you suggest playing a card game, he says he doesn't like cards because they are boring. He suggests that you play basketball, but you do not feel like playing basketball. You do not like his ideas, and he does not like yours. Do you give that a thumbs up or a thumbs down?

   Most students will give a thumbs down.
Highlight that when our friendships are going well, we feel really happy. When they are not going well, we usually feel mad, sad, or both. Tell the students that the word that describes not getting along with people is *conflict*. Write the word *conflict* on the board. Talk with the students about some other words that they might use to describe when they are not getting along with someone. For example, the students might say *argument, fight, disagreement, misunderstanding*, etc. Ask:

**What situations sometimes cause conflicts with you and your classmates in school? Let’s come up with some examples.**

Call on a few partnerships. Chart some examples such as not taking turns, wanting to use the computer in the classroom first, touching things on my desk, etc.

3. Introduce the concept of win-win solutions by explaining that today’s lesson is about how to solve our conflicts so both people feel good about the way that it was resolved. Tell the students that you are going to share a short story with them.

**Two of our Getting Along Together friends, Chilly and Betty, both want to use the one ball left in the gym. Betty decides to grab the ball away from Chilly and runs off to use it. How does Chilly feel?**

*Mad, hurt, lonely, frustrated*, etc.

**How does Betty feel?**

*Happy that she has the ball, happy that she does not have to share, possibly lonely because she is not playing with Chilly, possibly guilty that she was selfish*, etc.

So Betty’s decision to end the conflict with Chilly by grabbing the ball did not make both people happy. We know it did not make Chilly happy, and maybe it did not even make Betty happy.

Use **Buddy Buzz** to ask:

**What could Betty or Chilly have done so the conflict over the ball ended with both friends feeling happy?**

*They could take turns with the ball; they could invent a game in which they both use the ball at the same time; they could find something else to do; they could ask a teacher if there is another ball somewhere, etc.*

Summarize the big idea in today’s lesson: when people in a conflict come up with a solution in which both people are happy, it is called a win-win solution because both people get at least some of what they want, and both people feel good about the solution. Write the term “win-win” on the board.

**Why is taking turns with the ball a win-win solution, while Betty grabbing the ball is not?**

*By taking turns, both children get to use the ball. When Betty grabs it for herself, Chilly has nothing. And Betty has no one to play with, so she loses in a way too.*

Have the students make a guess about what might happen next. Ask:

**If a teacher saw Betty grab the ball, what do you think might happen next?**

*Betty might get in trouble and have to give up the ball or not be allowed to play at all, etc.*
What do you think Chilly might do next?

*He might tell a teacher to get Betty in trouble; he might go grab the ball back; he might try to hit or push Betty; he might cry all alone; or he might politely ask Betty to share it, which would give Betty another chance to choose a win-win solution.*

Explain that people who do not understand how to pick a win-win solution often end up in a losing situation. Draw a diagram like the following on the board to help the students see the difference between win-win and lose-lose solutions.

![Diagram showing Win/Win, Win/Lose, and Lose/Lose scenarios](image-url)
Teamwork

1. Hand out a set of Getting Along Together stick puppets to each team. Introduce the high-five exercise for understanding the win-win concept. Explain that you will tell the students two short stories about the Getting Along Together characters. After each story, the students will do the following:

- Talk with their team, and decide whether the solution is a win-win solution.
- If it’s a win-win solution, the whole team gives one another high fives—because a win-win situation is a reason to celebrate!
- If the team thinks it is not a win-win solution, each team member shakes his or her head to indicate no.

Remind the students that a win-win solution is one in which the conflict ends with both people feeling good about the solution and both people getting at least some of what they want. Use the talking stick so everyone on the team has a chance to give his or her opinion.

Read the following story, or your own example of a win-lose solution, aloud to the students.

Dilly and Owlia are at a party, and there is one delicious donut left. Owlia and Dilly both want it. They begin to argue, and then Owlia grabs the donut, runs out the door, and eats the whole thing by herself.

Was Owlia’s decision to eat the whole donut a win-win solution for both friends? Discuss this question with your teammates, and then give a high five if it is a win-win solution, or shake your head no if it is a win-lose or lose-lose solution.

After the teams give their votes, call on a Random Reporter from one team to explain the team’s vote.

It’s a win-lose solution. Dilly got nothing, so both friends did not get some of what they wanted.

How do you think Dilly feels right now?
Mad or sad.

What do you think Dilly might do next?
Call on a few partnerships. Tell a parent so Owlia gets in trouble, take something of Owlia’s to get even, or maybe try to hurt Owlia.

Explain that when you don’t find a win-win solution to a conflict, you often end up with a bigger problem. Read the following story, or your own example of a win-win solution, aloud to the students.

Buster and Betty both want to play the new reading game on the classroom computer. Buster says Betty can go first if he can use her new markers while he waits for his turn. Betty says, “Sure.”
Ask teammates to discuss whether that is a win-win solution. After the teams give their votes, call on a Random Reporter from one team to explain the team’s vote.

*It’s a win-win solution. Both got to do something that they wanted to do!*  

2. Introduce the idea that there is more than one way to solve a conflict, and have the students practice finding multiple win-win solutions to a conflict. Explain the next activity.

- Each team will pick a picture card out of a hat.
- With your partner, discuss the situation, and come up with two win-win solutions to the conflict.
- If it helps, you can use the Getting Along Together puppets to act out the situation.

The students might need help reading/understanding the conflict pictured on their cards. The scenarios and possible win-win solutions for them are as follows:

- **There is only one cookie, and two people want it.**  
  Split it; one person lets the other have the cookie in exchange for something else; choose another snack that they can both have; ask a parent if there is another cookie somewhere, etc.

- **Two friends are trying to choose a game to play together. One friend wants to play cards; the other friend wants to play basketball.**  
  Play each game for an equal amount of time; flip a coin about which game to play; think of a third activity that both friends want to do, etc.

- **Two children are playing in the sandbox, and there is only one bucket.** Both want to use the bucket to make a sand castle.  
  Take turns with the bucket; build one sand castle together; go together to ask an adult for another bucket.

- **There is only one TV and one DVD player, and two people want to watch two different movies.**  
  Pick a third movie that both people want to watch; watch both movies, and flip a coin or draw straws to see who chooses first; think of a new activity that does not need a TV or a DVD player; one person says the other can use the DVD player in exchange for something else, etc.

- **There is only one swing available at the park, and two people want it.**  
  Take turns; pick a new activity that two people can do, such as the seesaw; one person decides that hopscotch is just as fun and gives the swing to the other person, etc.

- **A grandmother wants to take her grandchildren on a fun outing. One child wants to go bowling; the other child wants to go shopping.**  
  Spend some time doing each activity; choose a third activity that both children want to do; flip a coin or draw straws to choose what to do; one person agrees to do what the other person wants in exchange for something else, etc.
3. Summarize the lesson by explaining that conflict is a normal part of everyday life. Explain that these kinds of conflicts happen all the time in families and classrooms everywhere.

   Everybody has occasional conflicts with their family members and friends. It is not bad or wrong to have a conflict. The trouble comes if we do not learn how to solve the conflict in a win-win way.

   Give the students a minute to do a team huddle and prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**

Why do we want to use win-win solutions to solve our conflicts?

* A win-win solution lets both people feel good about the solution; the conflict does not end with one person feeling sad or mad; a win-win solution actually fixes the conflict instead of making it worse.

**Home Connections**

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

- During reading, when characters in a story have a conflict, ask the students to think of win-win solutions to the conflict.
- In social studies, have the students think of ways to solve a problem with win-win solutions.
Conflict-Scenario Cards

Two children are playing in the sandbox, and there is only one bucket. Both want to use the bucket to make a sand castle.

There is only one TV and one DVD player, and two people want to watch two different movies.

There is only one swing available at the park, and two people want it.

There is only one cookie, and two people want it.

Two friends are trying to choose a game to play together. One friend wants to play cards; the other friend wants to play basketball.

A grandmother wants to take her grandchildren on a fun outing. One child wants to go bowling; the other child wants to go shopping.
Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Head, Shoulders, Knees, and Toes whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn that sharing, taking turns, and apologizing are three ways to solve conflicts that are agreeable to both sides (win-win solutions).

ADVANCE PREPARATION

- Write a list of conflict solvers on the board or on a chart (share, take turns, apologize, get help, and new idea).
- Have available the Taking Turns Bag, which should include a rock/paper/scissors card, two straws (one short, one long), a coin, and a timer.
- Have a set of Getting Along Together puppets available.
- Have one master set of Taking Turns and Apology cards available so you can explain what each picture means. Have another set of the same pictures for each team, folded and separated into the three Taking Turns pictures and the three Apology pictures.
- Copy the Conflict Solver Cards (share, take turns, and apologize)—enough to have one card per partnership.
- Have crayons and/or markers for the students to make pictures on the conflict solver cards.
Agenda

Active Instruction

• Review feelings and the concept of conflict to introduce the conflict solvers.
• Discuss why sharing and taking turns are important.
• Role-play sharing and taking-turns situations to practice using the Taking Turns Bag.
• Discuss when and why a person might need to apologize.

Teamwork

• Use the Taking Turns cards to practice using the Taking Turns Bag.
• Use the Apology cards to practice giving and receiving an apology.
• Each partnership draws a picture to show one of the conflict solvers to post in the classroom.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1. Tell the students that today they will learn about win-win conflict solvers. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: Why is apologizing a win-win conflict solver?**

2. Remind the students that they have been learning about feelings and conflict. They have used the Feelings Thermometer and “I” Messages to talk about their feelings. Use Buddy Buzz to ask:

   **Can you turn to your partner and show the five steps of Stop and Stay Cool?**

   *Watch and check that the students show all five steps.*

   **How does Stop and Stay Cool help us avoid conflicts?**

   *Using Stop and Stay Cool helps us calm down, and we can stop and think and not act in a way that leads to conflict.*

   **With your partner, come up with two win-win solutions to this conflict:**

   *two friends both want to use the new box of markers.*

   *Share the markers, or take turns using them.*
Briefly explain the five conflict solvers that the students will use in first grade. Read the list of conflict solvers that you have written on the board or on a chart. Explain that these five conflict solvers will help us solve problems. They will help us find win-win solutions so both people feel good about the way the problem was solved. Tell the students that today they will talk about three of the conflict solvers: share, take turns, and apologize.

3. Introduce the Taking Turns Bag as a tool that the students will use to help them share and take turns. Acknowledge that sharing and taking turns can be difficult at times but are very important to getting along and building a classroom community.

Hold up the Taking Turns Bag, and explain that inside are a few things that will help the students decide who will go first when they take turns. Explain that to decide who will go first, they will either flip a coin or choose the short straw. Model how each of these will be used.

**Flip a coin:** Choose heads or tails. Flip the coin. If it lands on heads, the person who chose heads goes first. If it lands on tails, the person who chose tails goes first.

**Choose the short straw:** The teacher holds two straws. Whoever chooses the short straw goes first.

Hold up the timer, and explain that after the students decide who will go first, they will use the timer to figure out how much time each person gets for his or her turn. The timer will help them make sure that each person gets an equal amount of time. Demonstrate how to use the timer. Say:

*We will keep the Taking Turns Bag at our Thinking Spot, and you can use it whenever you need to decide who will go first when you are taking turns.*

Role-play how the Taking Turns Bag can be used to share in the classroom.

- Choose something in your classroom that the students often have a hard time sharing (the computer, a favorite book, a box of crayons, etc.).

- Call on a student to come up and demonstrate with you how to use the Taking Turns Bag to share the item.

- Role-play with the student the conflict of both people wanting to use something in the classroom, and then either flip a coin or choose the short straw to decide who will go first. Use the timer to show how long each person gets for his or her turn. To summarize, ask:

  **How did using the Taking Turns Bag help us come up with a win-win solution to our conflict?**

  *By sharing and taking turns, each person is happy and gets an equal turn, so it’s a win-win solution.*
4. Point to apologize on the list of conflict solvers. Explain:

*Apologize* is a long word. Who can tell me the shorter word that we all use when we give an apology? It is a word that I know you have heard and used a lot.

*The word is* sorry.

We say “sorry” when we have said or done something hurtful or mean, either by accident or on purpose.

Discuss a few examples of times when you might need to apologize, for example, if you bump into someone, if you forget to do something that you promised you would do, or if you accidentally break something.

Demonstrate what a good apology looks and sounds like. Walk by a student’s desk, and gently knock something off his or her desk. Without making eye contact and in a disinterested tone, say:

Oh, whoops, too bad. Oh well.

Knock something off another student’s desk. This time quickly pick up the item, look directly at the student, and say:

__________ (the student’s name), I am so sorry that I knocked into your desk. I did not mean to do that.

Use Buddy Buzz to ask:

*How do you think each student feels? Why?*

The first student probably feels mad or sad because he or she didn’t get an apology, and it seems like the teacher didn’t care. The second student probably feels happy because the teacher gave a sincere apology.

*Why do you think apologizing is a conflict solver? How does apologizing help to solve a conflict?*

People feel better when someone cares enough to say he or she is sorry. People feel less angry if they know that the other person is sorry.

Have the students think about a time when they received an apology and how it made them feel. Talk about the difference between a good apology and a poor apology. Knock something off a third student’s desk, and say, “Sorry!” in an impatient, insincere tone with no eye contact. Ask:

*Was that a good apology? Why or why not?*

The students will probably say that the tone of voice was not nice, and the apology did not sound real.

Briefly discuss how to receive an apology. Introduce the phrase “I accept your apology.” Discuss that accepting another person’s apology is what makes apologizing a win-win solution to a conflict. Tell the students that they will practice giving and receiving apologies during Teamwork.
Teamwork

1. Introduce the activity to practice sharing, taking turns, and apologizing (activity will be done with partners). Show the students the first three pictures from a set of the Taking Turns and Apology cards, and explain the situation on the card. Give each team its own set of the three folded Taking Turns pictures. Have each partnership on the team choose one of the cards and discuss how the situation on the card could be solved by sharing or taking turns. Use Buddy Buzz to ask:
   - How would you share what is in the picture?
   - How would you take turns (using the Taking Turns Bag) with what is in the picture?

Have one set of partners come to the front of the classroom and demonstrate how they would use the Taking Turns Bag to share the item on the card.

2. To practice with the Apology cards, have each partnership number off into 1s and 2s. Give each team the three folded Apology pictures. Have all the 1s pick out a picture and imagine that they did whatever is pictured to their partners or to their partners’ possession. Have the 1s apologize to the 2s for the action.

   Remember, when you apologize, look the person in the eye, use a caring tone of voice, say the person’s name, and say what you are sorry for. Be clear and sincere.

The 2s should listen to the apology and then accept it by saying, “I accept your apology.” Then have the 2s pick a picture and apologize; have the 1s receive the apology.

Circulate during the activity, and award points for active listening. Debrief the activity by asking:

   Did your partner remember to say your name, make eye contact, use a caring tone of voice, and say what he or she is sorry for? Hopefully all the students say, “Yes.”

   Did your partner remember to say, “I accept your apology”? Hopefully all the students say, “Yes.”

3. Tell the students that they will continue to work with their partners for this activity. Explain that the students are going to design and create conflict solver cards to post in the classroom. Have the students take out crayons or markers to make the pictures.
   - Randomly assign each partnership to take turns, share, or apologize. Give the appropriate paper to each set of partners. (Note: Many partnerships will be assigned the same topic.)
   - Explain that partners will create a picture on the paper to illustrate their conflict solver. For example, to illustrate share, they might draw a picture of two friends sharing a toy or a game.
   - Remind the students that each partner needs to participate in creating the card. (Everyone participates!)
When the students are finished, collect the conflict solver papers. Try to laminate the papers before tomorrow’s lesson so you can post the conflict solvers in the classroom. Based on the available wall space in your classroom, you can decide to post all the cards or choose a few to post.

Have the students do a quick team huddle to prepare to answer today’s Big Q.

**The Big Q:**

Why is apologizing a win-win conflict solver?

Apologizing keeps conflicts from getting bigger. It is a win-win solution because both people do something to contribute to the solution, and both people are happy with the solution.

**Home Connections**

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

- Reinforce sharing and taking turns throughout the day—in gym class, in art, and with classroom supplies.
- Discuss how conflict solvers could have been used by characters in a story during reading class.
- Read a story about sharing, such as *Share and Take Turns* by Cheri J. Meiners, or one about apologizing, such as *Martha Doesn’t Say Sorry!* by Samantha Berger.
- Encourage the students to use conflict solvers with their family and neighbors outside of school.
Taking Turns Pictures

Two students both want to use the teacher’s new crayons.

Two sisters both want the last pretzel.

Two friends both want to play with the only soccer ball left in the gym.

Apology Pictures

You tell your friend’s secret to someone else.

You hurt your friend’s feelings when you laugh at his new haircut.

You break your friend’s new pencil.
Conflict Solver Cards

Share.

Take turns.

Apologize.

Share.

Take turns.

Apologize.
Peace Path

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Play Head, Shoulders, Knees, and Toes whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The Peace Path provides three clear steps (tell the problem, brainstorm solutions, and solve the problem) for resolving conflicts and finding win-win solutions.

**ADVANCE PREPARATION**

- Have the talking sticks available.
- Have the conflict solver cards that the students made in lesson 9 laminated and ready to post.
- Have the Peace Path posted.
- Have the “Peace Path” video and a TV and a DVD player available.
- Have the Getting Along Together character stick puppets prepared and available.
- Place an 8.5 x 11 inch copy of the Peace Path at the Thinking Spot. (See the Getting Along Together Program Prep guidelines for information about materials to keep at the Thinking Spot.)
- Have several copies of the Think-It-Through sheet and the Chilly puppet available at the Thinking Spot.
- (Optional) Make the Settle-Down Jar. (See the Getting Along Together 2nd Edition Teacher’s Guide for a full description of how to make and use the jar. Make the jar in advance of the lesson in case you need to adjust the ingredients for best effect.)
- Tally team points, and award super, great, and good team stickers. Record each team’s status on the Team Success! poster.
Agenda

Active Instruction

- Introduce the Peace Path, and show the poster.
- Show the “Peace Path” video to discuss how the Peace Path is used to solve conflicts.
- Model using the Peace Path to solve a conflict.

Teamwork

- Practice using the Peace Path with the Getting Along Together puppets.
- Gather at the Thinking Spot to demonstrate how Think-It-Through sheets and the Peace Path will be useful tools for solving conflicts in the classroom.

Reflection: Ask the Big Q.

Homework Connections: Homework will start in the third week of school.

Active Instruction

1. Tell the students that today they will put all their GAT skills together to learn how to solve problems with friends or classmates. Today they will learn about the Peace Path. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What do you do on the first step of the Peace Path? Why?

2. Explain that the Peace Path will help us solve conflicts peacefully by using our words. Define peace and path. Using Buddy Buzz, ask the students to talk in pairs about what the word peace means.

   Since we are going to learn about the Peace Path, let’s talk about what peace means. What does the word peace mean?

   Chart the student responses.

   For example, peace means to be free of conflict or that things are calm and going well.

   We call it the Peace Path. Now that we know what the word peace means, let’s make sure we know what a path is. What is a path?

   A road to help you get somewhere.

   So this will be our path to solving our conflicts! Let’s take a look at the Peace Path to see what steps we take to solve a conflict.

   Explain the Peace Path steps using the poster. Point to each step, and give a general explanation of it.

3. Show the “Peace Path” video to explain how the steps are used to solve a conflict. Have the students watch to find out what the problem is, the “I” Messages that the characters use, and the win-win solutions that they use to solve the problem. Ask some of the following questions to debrief the video:
What problem were Chilly and Buster having?

Buster was feeling mad because Chilly was hogging the swing.

What “I” Messages did Chilly and Buster use?

Chilly said, “I feel mad because you’ve been swinging for a long time.”
Buster said, “I feel frustrated when you want me to stop swinging so soon.”

Did both characters remember to say it back?

Yes.

What is the win-win solution that they used to solve the problem?

They will take turns, and each has a 5-minute turn on the swing. They also realized that they could share the swing!

4. Quickly review “I” Messages to make sure that the students remember to tell how they feel and why. Use the Getting Along Together stick puppets to model using the Peace Path. Take on the role of Betty, and ask for a student volunteer to act out the role of Chilly. You can hold up the Betty puppet and have the student use the Chilly puppet. Read aloud the following story:

Chilly is playing catch with some friends at the park. As he backs up to catch the ball, he accidentally runs into Betty while she is riding her bike. She falls off, skins her knee and arm, and yells at Chilly to be more careful next time.

Ask:

If I’m Betty and I’m feeling really angry about being knocked off my bike and I feel like I’m at a 4 or a 5 on the Feelings Thermometer, what should I do before I walk the Peace Path with Chilly?

Use the Stop and Stay Cool Steps.

Model using the steps to cool down.

Now go over to the Peace Path poster with the student volunteer playing the role of Chilly. Begin with step 1 by placing your hand on the green, and have the student place his or her hand on the blue. Begin the Peace Path process by giving an “I” Message:

Betty (green): I feel angry because you knocked me off my bike, and I cut my arm and knee.

Have Chilly say back the “I” Message. (You feel angry because I knocked you off your bike.) Then Chilly can give an “I” Message:

Chilly (blue): I feel sad because you yelled at me, and it was an accident.

Say back Chilly’s “I” Message. (You feel sad because I yelled at you.)

Let’s move on to step 2 in which we will agree on a win-win solution to try. Let’s look at these win-win solutions.

Both you and the student move your hands to step 2.

Chilly, which win-win solution do you think we should try?
The student may suggest apologizing for accidentally bumping into you and causing you to fall off your bike. Betty could apologize for yelling at Chilly.

* I think apologizing is a good idea. I think that is the best solution. I think we both should apologize to each other.*

You and the student move your hands to step 3. Apologize to Chilly, and have Chilly apologize to you (Betty). Be sure to accept each other’s apologies.

* Let’s celebrate that we solved our problem! We found a win-win solution!*  

**Teamwork**

**15 minutes**

1. Explain that the students will act out more stories with their partners using the puppets. Have partners on each team play the roles of Betty and Chilly. Read aloud the following story for each set of partners:

- **Betty and Chilly are playing together for the morning. Betty wants to play with the jump rope, and Chilly wants to play tag. They can’t agree about what to play.**

Have the partners use the puppets to walk the Peace Path and solve the problem. Remind the students to do all parts of the three steps. Circulate and award points for win-win solutions.

2. Read aloud the second scenario for partners to practice:

- **Chilly and Betty are getting ready to have a snack. They both want a cookie. There is only one cookie left, and they start arguing over who should get the cookie.**

Have the partners use the puppets to walk the Peace Path and solve the problem. Circulate and award points for win-win solutions.

3. Circulate around to the teams, and ensure that the students are mastering the Peace Path process.

4. Debrief by asking partners to share how they solved their problem.

**10 minutes**

2. Gather the students around you at the Thinking Spot. Show the students a copy of the Think-It-Through sheet. Remind the students that the Thinking Spot is a place that they can go when they need to think about a problem. Model using the Think-It-Through sheet for the students. Hold up the Chilly puppet, and tell him your problem. For example, *I feel sad that I don’t know how to tie my shoes yet.* Model circling the sad face and coloring in the Feelings Thermometer. Have the students share ideas about what you should do to solve the problem. Most likely, they will say to ask for help in learning to tie your shoes.

Optional: Demonstrate how to use the Settle-Down Jar. Shake the jar, and explain to the students that the swirling confusion in the jar is how their minds and bodies often feel when they experience a strong emotion. Just as the water is unclear, it is difficult to think clearly when emotions are running high. Place the jar on a table or desk that is visible to all the students, and together quietly watch the soil gradually settle to the bottom of the jar. Point out how soothing it is to watch the dirt settle slowly and how clear the water is afterward. Make the comparison with the students’
brains and emotions, and explain that once they are calm, they are able to think clearly. Keep the Settle-Down Jar at the Thinking Spot as a tool for the students to use to help them calm down and think clearly.

Point out that a small copy of the Peace Path will be available for the students to use at the Thinking Spot. Summarize by saying:

**We have learned lots of new skills and tools to help us build a Getting Along Together classroom. You have done a great job, and we will continue to use these tools to work as teammates in our classroom.**

3. Have the students do a team huddle and review the steps of the Peace Path to make sure that all team members are prepared to answer today's Big Q.

**Reflection**

**The Big Q:**

**What do you do on the first step of the Peace Path? Why?**

*On the first step of the Peace Path, you tell what the problem is. Each person gives an “I” Message, and each person says back the other person’s message. It’s important to tell the problem first so both people can think of a way to solve the problem with a win-win solution.*

**Home Connections**

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

**Extend and Connect**

- Reference two characters from a story who have a conflict, and walk the steps of the Peace Path to solve the characters’ problem. For example, have two students role-play being Goldilocks and Papa Bear, and use the Peace Path to come up with a win-win solution.
- Post copies of the Peace Path throughout the school, and encourage the students to use the Peace Path all day.
Peace Path

Step 3: Solve the Problem
Discuss and agree on a win-win solution to try.

Step 2: Brainstorm Solutions
Green suggests a conflict solver.
Blue suggests a conflict solver.

Step 1: Tell the Problem
Green says, I feel ___ because ___.
Blue says, You feel ___ because ___.
Think-It-Through

Name ________________________________

1. What is the problem? Draw, write, or tell Chilly about the problem.

2. How do you feel?

   Scared  Sad  Angry  Worried

3. Which win-win solution do you want to use? (Please circle one.)

   Stop and stay cool.  Use a conflict solver.  Use the Peace Path.  Ask for help.  Other Idea
Introduction to Class Council

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council. Note: The Cool Kid routine will now change. From this week on, one student will be chosen as the Cool Kid for the week. Three compliments will be given to him or her each day. The Cool Kid certificate will be presented at the end of the Class Council meeting. See the Getting Along Together Program Prep guidelines for details.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play the Pickler (or another Brain Game that you feel the students need to practice) whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will practice the two parts of the Class Council meetings:

1. review the previous week’s goals to identify both class strengths/successes and class issues to set a class goal for the upcoming week; and
2. celebrate team successes, award team points and team stickers, and celebrate the Cool Kid.

ADVANCE PREPARATION

Note: Beginning with this lesson, all Getting Along Together lessons will be 30 minutes. You will now start the regular routine of a skill lesson (30 minutes) on Monday and a Class Council meeting (30 minutes) on Friday. This routine will continue throughout the year. Remember to include the Cool Kid (note new procedures), a Cooperative Challenge, and a Brain Game as part of your regular weekly routines (see above).

- Have a chart or graphic organizer on the board or on the interactive whiteboard to use when brainstorming (see lesson for details). Note: A Class Council Brainstormer is included at the end of this lesson in the blackline masters to be used for this purpose.
- Have super, great, and good team stickers available.
□ Give some advance thought to what the class did well this week, and have specific examples in mind. Also, identify an area or two that could use some work, such as transitioning to the playground or sharing the computer, etc., so you can help guide the class toward a goal for the next week.

□ Copy and cut the Home Connections tickets—one per student. (A sample Home Connections tickets page is included at the end of this lesson, and a copy is included with the set of blackline masters).

□ Have the Chilly puppet ready (see GAT2 Guide for ideas about using Chilly).

**Agenda**

**Active Instruction**
- Introduce the purpose and structure of the two parts of a Class Council meeting.

**Teamwork**
- Discuss and model how to review the week and brainstorm ideas for goal setting.
- Review team point totals, and talk about how the class will celebrate and award super, great, and good team stickers.

**Reflection:** Ask the Big Q.

**Home Connections:** Pass out this week’s ticket.

**Active Instruction**

1. Tell the students that today they will learn about a very important part of Getting Along Together called Class Council. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q:** What is the class goal that we will work on for this week’s Class Council?

2. Gather the students together in a circle in the area of the classroom designated for Class Council. Tell the students that from now on, they will have a short Getting Along Together lesson at the beginning of each week and a weekly class meeting, called Class Council, at the end of the week. Say:

   Today we will learn about a class meeting that we will have each Friday called Class Council. We will have these meetings to talk about what is going well with our class and what may need some work.

- Highlight the importance of active-listening skills during Class Council. The students need to be able to listen to one another’s ideas and be respectful. Give the Active-Listening Signal, and check that all the students remember the four parts of active listening.
Introduce the two parts of Class Council:

Explain that Class Council will have two parts. Part 1 will be review and goal setting. The class will discuss the past week, including things that they are doing really well and things that may need some work. From this discussion, they will set a goal to work on for the following week. Say:

For example, we may decide that we are doing really well with Stop and Stay Cool but that the class has had lots of students calling out answers. So our goal for next week might be to have fewer than three students calling out answers each day.

Part 2 will be time for celebration! Explain that you will pass out stickers for super, great, and good teams! You will talk about how each team did for the week. You will also present the Cool Kid certificate. The final step of part 2 is to celebrate the homework-ticket return rate and challenge the students to increase the rate each week.

Teamwork

1. Tell the students that during this lesson, they will practice for the first Class Council on Friday. The first step is to practice how to review the past week and set goals. Have the students close their eyes and think about last week. Remind the students that last week they talked about Stop and Stay Cool, Stop and Think, win-win solutions, conflict solvers, and the Peace Path. Ask:

What is something that you think our class did really well last week?

Call on one or two students.

For example, maybe the class is doing a great job sharing materials in their teams or walking quietly in the hallway.

Introduce goal setting by identifying a classwide problem area and brainstorming possible solutions. Emphasize that this is a time to identify something that involves the entire class, not an interpersonal problem between two or three people. Say:

I want you to close your eyes again and think about last week, but this time I want you to think about something that did not go well. What is a class concern that you think we need to work on?

Call on one or two students.

For example, the students may say they need to work on sharing, stopping and staying cool, or taking turns. If necessary, remind the students not to single out any of their classmates by name.
Select one of the ideas, and write the problem in the middle of the Class Council graphic organizer. Explain that you will use the outside circles to record ideas for ways to solve the problem. Elicit ideas from the students, and write them on the graphic organizer (see the following example).

Help the class set a **specific, measurable goal** that will allow everyone to know whether the problem has improved. For example, with the computer-sharing example, the goal might be that the teacher only has to referee use of the computer three times all week instead of daily. Post it in the classroom under the heading Class Council goal. Explain that at the Class Council meeting at the end of the week, the students can see how they are doing with solving this class concern.

- **Optional activity:** If the class concern/goal is related to a Getting Along Together skill, consider doing a role-play to practice the skill. Following is a sample scenario.

### FINDING WIN-WIN SOLUTIONS

Tyree and Patricia are playing games after school. Tyree wants to play soccer, and Patricia wants to play cards. They can’t seem to agree.

**What are some win-win solutions to this situation?**

2. Briefly explain that part 2 of Class Council will celebrate the students’ success by awarding team stickers. Show the super, great, and good stickers to the students. Refer to the Team Tally and Team Success! posters, and remind the students that based on the number of points that their team earns in the week, they will earn either a super, great, or good sticker. Encourage teams to work really hard this week so they can have lots of super teams at Class Council on Friday.
Mention that the Cool Kid certificate will also be presented at the end of part 2 of the Class Council. The final step in Class Council will be to celebrate the number of students who have been completing their homework.

Have the students do a quick team huddle to prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**

What is the class goal that we will work on for this week’s Class Council?

*Answers will vary based on your class goal.*

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

Remind the students to think about how things are going in the classroom all week to prepare for the Class Council. Throughout the day, remind the students to use:

- active-listening skills,
- Stop and Think and Focus,
- Stop and Stay Cool and the Feelings Thermometer,
- “I” Messages (“I feel ________ because ________.”),
- win-win solutions and conflict solvers, and
- the Peace Path and the Thinking Spot.
Brainstormer
Home Connections

Please ask your child to write one to three sentences about today’s Getting Along Together lesson on the back of this ticket. Have your child read those sentences to you, and then have your child return the signed ticket to school the following day.

Name ____________________________ Date ____________

Adult Signature ____________________________

Home Connections

Please ask your child to write one to three sentences about today’s Getting Along Together lesson on the back of this ticket. Have your child read those sentences to you, and then have your child return the signed ticket to school the following day.

Name ____________________________ Date ____________

Adult Signature ____________________________

Home Connections

Please ask your child to write one to three sentences about today’s Getting Along Together lesson on the back of this ticket. Have your child read those sentences to you, and then have your child return the signed ticket to school the following day.

Name ____________________________ Date ____________

Adult Signature ____________________________
Weekly Class Council Meeting Guide

ADVERTISE PREPARATION

☐ Have the graphic organizer ready for use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Tanya is trying to make a drawing of her house. She tries and tries, but her pencil point keeps breaking. She tries one last time, but this time she is writing too hard and tears the paper. She crumples up the paper and throws it on the floor. Her teacher does not understand why Tanya is acting this way.

What “I” Message could Tanya give to help her teacher understand the situation?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Unit 2: **Friendship**

**UNIT OVERVIEW**

**Unit Focus**
Making friends is a lifelong skill. In this unit, students will discuss and practice how to make, keep, and be good friends. Students will learn to identify common feelings associated with making friends—shyness, loneliness, and happiness—which is important for emotional awareness. Finally, students practice solving thorny issues that come up in friendship. This unit provides opportunities for students to develop the awareness and social competence to work effectively in teams and, ultimately, in school and work settings.

**Unit Outcomes**

**Students will:**
- identify the feelings, perceptions, and points of view of others;
- identify actions and exhibit behaviors that foster friendship;
- understand how one’s actions affect the community;
- participate as active and successful members of a team;
- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- use a variety of techniques to regulate emotions such as anxiety and shyness;
- identify that others may feel differently from oneself;
- identify actions that are hurtful and understand why they are inappropriate;
- use a variety of strategies, including self-talk, to remember and follow complex commands (e.g., two- and three-part commands) during the lesson and throughout the school day; and
- carry out complex multistep tasks, including manipulating information in memory.

**Books Used in Unit 2:**

*Friends* by Helme Heine
What is a friend?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate to present at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play On My Pizza, I Like (or another game from the Remember category) whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn about the topic of friendship and discuss what it means to be a friend.

ADVANCE PREPARATION

- Prepare the Friendship Pictures to show on an overhead, or make copies to distribute to teams.
- Have a copy of Friends by Helme Heine available for the lesson. (The pages are not numbered, so number the pages starting with the first page of story text.)
- Have copies of the heart page available to make a friendship book for the class (need one per student).
- Sign and copy the Parent Peek letter—one per student.
- Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

- Look at pictures of friends to introduce the topic of friendship.
- Read Friends by Helme Heine to discuss what makes a good friend.
**Teamwork**
- Each student completes a heart page to describe what makes a good friend.
- Compile all the heart pages to make a friendship book for the class.

**Reflection:** Ask the Big Q.

**Home Connections:** Pass out this week’s ticket.

**Active Instruction**

1. Show the Friendship Pictures. Have the students identify the relationship between the kids in the pictures and tell why they think so. Use Buddy Buzz to ask:

   - *Everyone look at these pictures. What do you think the relationship between these kids is? Do you think they are friends?*
   - *Yes, they look like friends.*
   - *How do you know?*

   Take one or two sample responses.
   - *For example, they are hugging, smiling, and doing things together; they are happy.*
   - *How do you feel when you are with a good friend?*
   - *Happy.*

   Tell students that the topic of this unit is friendship. Read aloud the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   - **Big Q: What is a friend?**

2. Explain that you will begin with a story called *Friends*. Show the cover.

   - *What do you think this story is about and why?*

   Take a few responses. Make sure that students cite evidence for their predictions.
   - *For example, friendship because the animals are playing together and look happy.*

   As you read, pause to ask the following questions as indicated:
   - **Page 1:** What do Johnny Mouse and Percy say good friends always do?
     - *Stick together.*
     - Tell your partner whether you think that is true and why.
   - **Page 7:** What do Johnny Mouse, Percy, and Charlie Rooster say good friends always do?
     - *Decide things together.*
     - Tell your partner whether you think that is true and why.
Page 15: **What do these friends do with the cherries? Why?**

*Share them because one thing that friends always do is try to be fair.*

Tell your partner a time when you shared something with a friend.

Page 26: **Why couldn’t the good friends stay together all night?**

*There was no place where all of them could sleep comfortably.*

**Do good friends always have to do everything together?**

*No, good friends stay friends even when they do things separately.*

**What do you think makes a good friend?**

*Have one or two students share answers.*

---

**Teamwork**

1. Have the students return to their teams.

   Explain to the class that they will make their own book about friendship. The pages they will write and illustrate will be turned into a class book about friendship. Hand out a heart page to each student.

   Have each student complete the sentence starter on his or her heart page and then decorate the heart. If students have difficulty completing the sentence, have them write one or two words and/or draw a picture.

   Have students read their sentences to their teams. Use **Random Reporter** to have teams share their responses. Circulate as the teams work, and award points to students who are displaying the qualities of a friend or demonstrating the team cooperation goals.

2. Collect the pages from students. Put together all the student pages, and design a cover to make a class friendship book. Either display the book in the classroom, or reproduce a copy for each student. Pages from the book could also be shared each week during Class Council.

   Have the students do a quick team huddle to prepare to answer the Big Q.

---

**Reflection**

**The Big Q:**

*What is a friend?*

*A friend is someone who makes us happy, someone who is fun to be with, someone who sticks with you, someone who shares and tries to be fair, etc.*
Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• Point out, and encourage students to find, examples of characters who are friends in stories that students are reading.

• Read books about friendship such as Best Friends by Miriam Cohen.

• Emphasize examples of being a good friend throughout the day in class, in the cafeteria, or outside.
Friendship Pictures
A good friend is someone who
Dear First-Grade Parent or Family Member:

Today your child began a new unit on friendship. Think back to when you were in first grade. What did your friends mean to you? Did you have an easy or a hard time making friends? Did you have one best friend or a few good friends? Were you ever lonely? Did you ever have your feelings hurt by a friend?

In this unit, students will talk about what it means to be a friend, how to make a new friend, and what to do if you feel shy. They will also talk about tricky friendship situations because sometimes even our friends hurt our feelings.

Here are a few ways you can practice some of these skills at home:

- Tell your child about a friend of yours and what makes him or her such a good friend. Ask your child to name one of his or her friends and tell you what makes that person a good friend.
- Point out opportunities for your child to make a new friend.
- Practice giving an apology to a friend.

Sincerely,

Your First-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario (if that will help the class achieve this week’s goal), or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

  Kendra and Ariana are good friends. They are sitting next to each other during snack time. Kendra has a bag of pretzels, but Ariana forgot to bring a snack.

  How do you think Ariana feels? How could Kendra be a good friend to Ariana?

Part II: Celebrate

• Award team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Are you a good friend?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Going on a Bear Hunt whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will identify how a good friend acts and understand the importance of including others (the “No One Gets Left Out” rule).

ADVANCE PREPARATION

☐ Create a chart for what friends do and don’t do (see Active Instruction for an example).
☐ Have Friends by Helme Heine from the previous lesson available.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review how friends treat one another, and complete the chart about what friends do and don’t do.
• Establish a “No One Gets Left Out” rule for the classroom.
Teamwork

- Partners create skits to show behaviors that a friend would and would not do.
- Summarize how to treat friends.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q:** What is one friendship behavior that would make your team stronger?

2. Review the book *Friends*, showing key pictures to remind students about the story. Ask questions about what the animals did that showed they were good friends. A sample question follows.

   **What were some ways that Charlie Rooster, Johnny Mouse, and Percy showed that they were friends?**

   *Played together, stuck together, decided things together, shared things, etc.*

Take student responses, and chart them on the section of the chart that indicates what friends do. Use Think-Pair-Share to ask:

**Think of what you do for your good friend. What do you do to show that you are a good friend? Tell your partner.**

Take student responses, and add them to the chart.

<table>
<thead>
<tr>
<th>Friends</th>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play together</td>
<td>Ignore each other</td>
<td></td>
</tr>
</tbody>
</table>

Compare these behaviors with things that a friend would not do. Ask:

**Are there behaviors that friends shouldn’t do?**

Yes.

**Think of some things that friends shouldn’t do, and share some examples with your partner.**

Chart responses in the “Don’t” column of the chart. Discuss why each example would be harmful to a friendship. For example:

- Ignoring
- Teasing
- Not sharing
3. Highlight that when you are friends or classmates, you do not leave one another out of activities. Explain to students that they will have a “No One Gets Left Out” rule in their classroom. Relate this rule to the “everyone participates” team cooperation goal. Post the rule in the classroom. Encourage students to remember this rule and always be sure to include others in what they are doing. Talk about ways to make sure that no one gets left out!

**Teamwork**

1. Explain that the students will show what being a good friend looks like and does not look like.

   The students will work in teams for this activity. Half of the teams should show the class how good friends treat one another, and the other half should show how good friends should not treat one another. Make sure that you whisper when you assign the teams since the class will have to guess whether a team is exhibiting good or bad friend behavior. Tell the students that the skits should be short. Tell them to keep which type of skit they are doing a secret.

   Circulate as the students work, and award points for good examples of teamwork.

   Have each team show their friendship behaviors. All the other teams should talk together and determine whether the team is demonstrating friendship behavior.

   - The students in the class should give a thumbs up if they think the team is showing friendship behaviors and a thumbs down if they think the team is not showing friendship behaviors.
   - Have students identify which behaviors led them to decide whether the team looked like they were friends.

2. Use Random Reporter to ask teams what they observed. They should state the behavior, whether it is something a friend would do, and if not, state what the people in the skit could do differently to be better friends.

   Debrief the activity by having the students do a brief team huddle to prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**

What is one friendship behavior that would make your team stronger?

*Listening, not excluding anyone, or being kind to one another.*
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Encourage students to behave like a good friend throughout the day, at school and at home.
- Point out examples of students or characters in books who include others.
- Read a book such as *Oliver and Albert, Friends Forever* by Jean Van Leeuwen.
**ADVANCE PREPARATION**

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

**Part I: Review the week. Set a goal.**

- Review the week, highlighting and celebrating examples of what went well, with input from the students.

- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario (if that will help the class achieve this week’s goal), or use a scenario of your own choosing.

**Note:** You may need to join the role-play to model and to encourage participation.

**Darius and Darnell are playing with a truck together. Taylor comes over and asks to play too. Darnell and Darius tell Taylor that he can’t play.**

How do you think Taylor might feel? What is an “I” Message that Taylor could use to express his feelings? What are some possible solutions to the problem?

**Part II: Celebrate**

- Award team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play any game from a category that you think your class needs to work on whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will identify ways to overcome feelings of shyness and will practice making new friends in a variety of settings.

ADVANCE PREPARATION

☐ Have the Feelings Tree posted and leaves available to add new feelings.
☐ Copy and cut the Friendship Settings Cards—one set per team.
☐ Check that the Feelings Thermometer and the Stop and Stay Cool poster are available.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Talk about feeling shy, and add shy to the Feelings Tree.
• Discuss using the Feelings Thermometer and the Stop and Stay Cool Steps to cope with shyness.
• Talk about how to make a new friend.

Teamwork

• Students practice making new friends in different friendship settings.
• Debrief the activity to summarize strategies to use to make new friends.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What can you do to make a new friend?

2. Explain that the topic for today is how to make new friends. Say:

   Today we are going to talk about how to make new friends. Let’s pretend that I am a new student at this school. I come into the classroom, and everyone is playing with someone. I would love to ask someone to play, but I don’t. It is very hard for me to go up to people I don’t know and ask to play. In fact, it was very hard for me to come to a new school! What is a word that describes how I am feeling?

   Shy.

   Write the word shy on a blank leaf, and put it on the Feelings Tree. Ask students if they know any other words or synonyms for shy, for example, scared, fearful, timid, bashful, nervous, etc. Put those up on the same branch of the tree.

   Use Buddy Buzz to ask:

   Why do people feel shy sometimes?

   They may be afraid that people won’t like them; they are afraid they will say or do the wrong thing, and people will laugh or make fun; new people and situations may make them feel nervous and scared, etc.

3. Remind students about the Feelings Thermometer, and say that they can use it for other feelings besides anger. Emphasize that people may not feel the same way about the same things or that they may not feel as strongly about the same things. Read the following examples, and have students tell their partners where they would score themselves on the Feelings Thermometer for each situation, with a 1 being not very shy at all and a 5 being very shy. Encourage students to tell their partners how shy they would feel (1–5) and why they would feel this way in each situation.

   • Going to a family party where you know everyone
   • Going up on stage and reading a story that you wrote
   • Going into the cafeteria on the first day of school and realizing that you don’t know anyone
   • Joining a new team and realizing that you don’t know anyone on the team

   Use Buddy Buzz to ask:

   Did everyone report feeling shy for all these scenarios, or did some people feel shy and some people did not?
Did your partner report the same level of shyness as you?

How does your body feel when you are feeling shy?

_Tight, sweaty, scared, shaky, etc._

What can you do when you feel very shy?

Take appropriate responses.

_For example, use Stop and Stay Cool, talk to someone, tell myself to calm down, etc._

Practice the Stop and Stay Cool Steps by having students think about a situation that would make them feel very shy and then asking them to use Stop and Stay Cool to calm down. Discuss that making new friends can be hard because sometimes we feel shy, but learning to calm down and reach out to other people is the best way to overcome shyness.

4. Ask the students what they do to make friends. Chart their responses on a flow map. Emphasize that students should look at the person, say hello, introduce themselves, ask the other person what his or her name is, and suggest an activity that they could do with the other person. An example of this would be saying, “Hi, I’m Mike. What’s your name? Do you want to play basketball?” The flow map should cover three basic steps:

1. Look at the person, smile, and say hello.

2. Exchange names.

3. Suggest something to do.

Congratulate the class on their good ideas. Review the basic steps. Tell them that in their teams, they will have a chance to practice making new friends in a variety of settings.

**Teamwork**

1. Hand out a set of Friendship Settings Cards to each team. You can put them face down or in a hat so partnerships can pick them at random.

Tell the students to work with their partners. Have one partner be Peanut Butter and one be Jelly.

Explain that students should pretend that they are in the friendship setting that they choose (e.g., park, cafeteria, classroom, sports team, or party). The Peanut Butters should try to make friends with the Jellys. Have the students act out how they would make friends.
Have partners repeat the activity using a different picture, but this time have the Jellys use the friendship steps to make friends with the Peanut Butters.

2. Debrief the activity by asking some of the following questions:
   - What worked?
   - What was hard?
   - Was it important to look at the person? Why?
   - Was it important to introduce yourself and ask the other person’s name? Why?
   - Why is it helpful to suggest something to do together?

Have the students do a brief team huddle to prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**

What can you do to make a new friend?

*Use Stop and Stay Cool to calm down if I am feeling shy and then look at the person, smile, and say hello. We can exchange names, and then I can suggest something to do together.*

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Encourage students to look for characters in stories who are experiencing the feeling of shyness.
- Praise students whom you see making new friends at school.
Friendship Settings Cards

Basketball game

Park

Cafeteria

Classroom

Party

Soccer
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario (if that will help the class achieve this week’s goal), or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Maria and Cynthia are on the playground playing on the swings. They look around and see Tanya, a new student, standing all alone with no one to play with and nothing to do.

How do you think Tanya might be feeling? What is an “I” Message that Tanya could give in this situation? What are some possible solutions to the problem? What are the steps for making a new friend?

10 minutes

Part II: Celebrate

- Award team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Friendship and Hurt Feelings

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play any game from a category that you think your class needs to work on whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn how to deal with hurt feelings in friendships and how to resolve conflicts with friends (Stop and Stay Cool, use an “I” Message, and try a conflict solver).

ADVANCE PREPARATION

☐ Have a set of the Getting Along Together stick puppets available for each team (same ones used in unit 1).
☐ Make a graphic organizer, and write “hurt feelings” in the center.
☐ Have blank leaves available to post new feelings on the Feelings Tree.
☐ Prepare the teamwork scenarios for whiteboard or overhead use.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Discuss how a situation can lead to hurt feelings.
• Add hurt to the Feelings Tree, and talk about how it feels when you are hurt.
• Complete a graphic organizer to show ways to deal with hurt feelings.
Teamwork

• Role-play hurtful situations using the Getting Along Together stick puppets.
• Practice giving “I” Messages and using the conflict solvers to take turns and share.

Reflection: Ask the Big Q.

Home Connections: Collect this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: If you think your friend is feeling hurt, what can you do?

2. Explain to students that having friends is wonderful, but sometimes tricky situations come up, and it can be hard to think of good solutions. Remind students that in this class, we always try to find win-win solutions that work for both people. Share an example with the class. For example:

   One day I was having lunch with a group of my friends. My friend Ava had three cheese sticks with her lunch. Ava ate one and then gave one to Paul and one to Sam, who were eating with us. I was the only one who didn’t get one!

   How do you think I felt?

   Hurt, left out, etc.

   Hurt is a new feeling. Let’s put that on the Feelings Tree! Does hurt belong on a branch that we already have?

   Yes, the sad branch.

   Use Buddy Buzz to ask:

   Tell your partner about a time that you or someone you know felt hurt and why.

   Feeling hurt is a common feeling. We all feel hurt sometimes. In my situation, what do you think I should have done?

   Calmed down by using Stop and Stay Cool, used an “I” Message to tell Ava how you felt, or maybe told someone else how you felt.

   What is an example of an “I” Message that I could have used to tell my friend how I felt?

   For example, I feel sad because you gave everyone a cheese stick except me.

   Stress that as a friend, it is important to be sensitive in these thorny situations because friends care about one another. Sometimes a friend may hurt our feelings without realizing it. Emphasize that this is why it is important to use “I” Messages and communicate our feelings to our friends. Ask:
What is a conflict solver that I could have used in this situation? Refer to the conflict solver cards in the classroom.

Share! You could have suggested that you all share the cheese sticks equally.

3. Use a graphic organizer with the phrase “hurt feelings” written in the center. Ask:

What can we do if our feelings are hurt in a friendship situation?

Record students’ ideas on the graphic organizer. Try to elicit the following:

- Sometimes we just need to cool down. Sometimes after we calm down, we realize that no one hurt us on purpose, which can really make us feel better.
- Sometimes it helps to talk to the person who hurt our feelings using an “I” Message.
- Sometimes it helps to talk to a caring adult about how we feel so we are not feeling hurt all alone.
- See if using a conflict solver will help to solve the problem.
- Sometimes it helps to do something else. There is always more than one way to solve a problem.

Teamwork

1. Hold up a set of the Getting Along Together stick puppets, and talk briefly about the personality of each character:

- **Chilly the penguin is never shy and makes friends easily, but sometimes he gets into thorny situations because he does things without thinking and forgets to stop and stay cool.**
- **Betty the bear is a great friend and always thoughtful of others.**
- **Dilly is new to the woods and is just starting to make friends. Dilly finds this hard because he is very shy and goes into his shell a lot.**
- **Owlivia knows the woods well. She is very, very smart.**
- **Buster is a hard worker but sometimes can be a little bossy.**

Give each student on a team a different stick puppet. If you have more students than characters, two students can each have the same one.

Read the following scenarios, and have each team brainstorm and role-play a solution to the thorny situation. Debrief and chart ideas after each role-play. Use Random Reporter to call on different teams to answer different parts of the debriefing questions. Try to call on the teams an equal number of times. Read aloud the following:

- The friends decide to play baseball. Betty the bear asks her teammates if she can be the pitcher. They all say “Yes” before Dilly, who often feels shy, has a chance to speak up. Dilly is upset because he thinks he is the best pitcher, and all his friends, including Betty, know how much he likes to pitch.
What feelings might Dilly have in this situation?

_Hurt, mad, disappointed, etc._

What “I” Message could Dilly give to Betty?

_I feel hurt because you are pitching the whole game, and I would like a chance to pitch._

Which conflict solver could Betty and Dilly use?

_Take turns._

How could the rest of the animals be good friends and help Dilly and Betty resolve the conflict?

_Help each animal feel heard, or encourage Dilly and Betty to find a win-win solution._

Have the students use the puppets to act out how they would solve the conflict in a win-win way.

_Say:_

**This next situation is not a conflict between two people, but it is a tricky friendship problem that needs to be solved in a win-win way.**

- Owlivia is hoping to sit by the stream with her friends Betty and Chilly in the big swinging chair that hangs from a tree. When she gets there, they are already sitting with Buster and Dilly, and there is no room for her on the swing.

What feelings might Owlivia have in this situation?

_Hurt, left out, sad, etc._

What “I” Message could Owlivia give to her friends?

_I feel sad because there is no room for me on the swing._

How could the other animals be good friends and help to solve the problem in a win-win way?

_They could share and take turns._

Have the students act out how they would solve the problem in a win-win way.

2. Have the students summarize what they learned from role-playing these two situations. Ask the students to share times that they have had similar experiences and do a brief team huddle to prepare to answer today’s Big Q.
Reflection

The Big Q:
If you think your friend is feeling hurt, what can you do?
Be a good listener, say back my friend’s “I” Message to make sure that I understand his or her feelings, suggest a way to fix the problem using a conflict solver, help my friend see that no one meant to hurt his or her feelings, be caring and attentive, etc.

Home Connections
Pass out one Home Connections ticket to each student at the end of the lesson. Remind students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect
- Encourage students to look for tricky friendship situations in books that they are reading.
- Read a book about a tricky friendship situation such as Raymond and Nelda by Barbara Bottner.
- Point out opportunities for students to use conflict solvers to solve tricky friendship situations.
Teamwork Scenarios

Story 1

The friends decide to play baseball. Betty the bear asks her teammates if she can be the pitcher. They all say “Yes” before Dilly, who often feels shy, has a chance to speak up. Dilly is upset because he thinks he is the best pitcher, and all his friends, including Betty, know how much he likes to pitch.

Story 2

Owlivia is hoping to sit by the stream with her friends Betty and Chilly in the big swinging chair that hangs from a tree. When she gets there, they are already sitting with Buster and Dilly, and there is no room for her on the swing.
**Weekly Class Council Meeting Guide**

**ADVANCE PREPARATION**
- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

**Part I: Review the week. Set a goal.**
- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario (if that will help the class achieve this week’s goal), or use a scenario of your own choosing.

**Note:** You may need to join the role-play to model and encourage participation.

Phillip and Juan are friends, but Phillip always tells Juan what to do. He tells Juan what games to play and how to play them. Juan is tired of his friend being so bossy.

**How do you think Phillip might be feeling? How do you think Juan might be feeling? What is an “I” Message that each person might give to explain how he feels? What are some possible solutions to the problem?**

**Part II: Celebrate**
- Award team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Apologizing to Our Friends

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play any game from a category that you think your class needs to work on whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will identify situations where an apology would help to resolve a conflict and will practice giving and receiving apologies.

ADVANCE PREPARATION

☐ Have a set of the Getting Along Together stick puppets available for each team.
☐ Have crayons or markers available to make pictures.
☐ Copy and cut the Home Connections tickets—one per student.
Agenda

Active Instruction

- Review the apologies conflict solver.
- Talk about how to give an apology.
- Model a scenario with the Getting Along Together stick puppets to demonstrate apologizing.

Teamwork

- The students draw a picture of a situation in which they would use an apology.
- The students practice giving and receiving an apology with partners.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q:** Give an example of the apology that you used on your team, and describe the situation.

2. Remind the students that in the last lesson, they talked about tricky friendship situations in which someone’s feelings get hurt. Using the puppets, tell the students to think about the following situation:

   When I was coming into school this morning, I didn’t see that my friend was walking right behind me. Since I didn’t know she was there, I let the door close behind me. The door ended up hitting my friend in the arm!

   **How do you think my friend felt?**

   Hurt, in pain, etc.

   **What is an example of an “I” Message that she could have used to tell me how she felt?**

   For example, *I feel sad because you let the door shut, and it hit me in the arm.*

   **What is a conflict solver that might help in this situation?**

   Apologize! I could apologize for not holding the door and for letting it hit my friend in the arm.
Review with the students what a good apology looks like. Remind the students that an apology doesn’t require fault. Even if they didn’t mean to hurt their friend, they still need to apologize. With input from the students, write a looks like/sounds like chart for what makes a good apology. Have the students talk for a minute with partners about what a good apology looks like and sounds like. Draw a T-chart on the board or on chart paper, and elicit responses from students.

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at the person to whom you are apologizing</td>
<td>Speaking clearly with a kind and caring tone of voice</td>
</tr>
<tr>
<td>Caring facial expression</td>
<td>Saying the person’s name</td>
</tr>
<tr>
<td></td>
<td>Saying exactly what you are sorry for</td>
</tr>
</tbody>
</table>

3. Use the Getting Along Together puppets to model a situation between friends in which apologizing could help to solve the problem. For example, use the puppets to act out the following story:

Buster is making a house, and the rest of the animals are helping. He is being very bossy. He is saying, “Put this stick here. Do it faster. Don’t put that stick there!” Finally, Chilly gets sick of being told what to do and stomps off.

What could Chilly do that would be a better solution than to stomp off?

Stop and stay cool.

What feelings might Chilly have in this situation?

Hurt that his ideas are not valued or mad that Buster is being bossy.

What “I” Message could Chilly give to Buster?

I feel hurt/mad because you are always telling me what to do.

Which conflict solver could Buster do for Chilly?

Apologize, or take turns giving ideas.
Teamwork

1. Have the students talk with their partners about other situations that might happen at school in which an apology would be needed. For example, you bump into someone in the hallway, you break something on your friend's desk, you say something hurtful to a friend, etc. Tell the students to use crayons or markers to draw a picture of a situation that might happen at school in which someone would need to apologize.

2. Have partners describe their pictures to each other and then practice giving an apology for the situation. Remind the students to use eye contact and a caring voice and to say the other person's name and exactly what they are apologizing for. Circulate and award a point to the students giving a good apology.

After the students have practiced apologizing, have them do a brief team huddle to prepare to answer today's Big Q.

Reflection

The Big Q:
Give an example of the apology that you used on your team, and describe the situation.

Accept reasonable responses. For example, I might accidentally trip someone, or I might laugh at my friend's answer and hurt his or her feelings. To apologize, I would use a caring voice, look my friend in the eye, and say, “I'm really sorry that I laughed and hurt your feelings.”

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• Point out examples of apologies between characters in stories during reading class.
• Talk about examples in social studies where apologizing might help in a social situation.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario (if that will help the class achieve this week’s goal), or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

  Lauren and Jada are good friends. Lauren borrowed a book from Jada last week. Lauren promised that she would bring the book to school today, but she forgot to put it in her bag!

  How do you think both Lauren and Jada are feeling? What is a solution to this problem? Can you model how Lauren could give an apology to Jada?

Part II: Celebrate

• Award team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Brain Game Aim: Memory

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Going to Grandma’s whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn the purpose of Memory Brain Games and how to use strategies to improve memory (focusing, checking for understanding, and practicing).

ADVANCE PREPARATION

☐ Review the Going to Grandma’s Brain Game Card.
☐ If possible, have games such as Memory available for students to play in the classroom during free time.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction
• Introduce the Brain Games to work on memory by playing Going to Grandma’s.
• Discuss strategies to use to improve one’s ability to remember such as focusing, checking for understanding, and visualizing.
• Talk about the importance of using memory skills in school.

Teamwork
• Practice using memory strategies by playing games with teammates.
• Use memory strategies to follow multistep directions.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Explain to the students that they’ve learned a lot of new things in this unit, and they have really been using their memory muscles. Use Buddy Buzz to ask:

   What do you remember learning about in this unit?

   Allow one or two students to share answers.

   What is the first thing that you remember learning in Getting Along Together?

   Allow one or two students to share answers.

   Have the students give a thumbs up if it is easy for them to remember, a thumbs down if it is hard for them to remember, and a thumb to the side if it is a little bit hard for them to remember.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What is one strategy that you learned and will use this week to remember things in school?

2. Show the students the deck of Brain Game Cards, and introduce the final category—memory. Point to the Train Your Brain! poster in the classroom, and quickly review the Focus Signal and the Stop and Think Signal. Tell the students that today they will learn about the Memory Brain Games; give the Remember Signal by massaging your temple.

   Hold up the Going to Grandma’s Brain Game Card, and review the directions as a class. Play once as a whole group to model the game. Then have the students play two rounds of the game in their teams. After playing two rounds, ask:

   How did you keep track of the items?

   I repeated each item over and over in my head, I made a picture of the item in my head, etc.

   How did you remember the order of the items?

   I looked at each student in the circle and repeated what he or she was bringing. I also kept saying the items in order over and over in my head. I made a picture in my mind of each student and what he or she was bringing (visualization).

3. Talk about the importance of using memory skills in school and strategies that the students can use to improve their memory skills. Ask:

   What are some things that you need to remember in school?

   I need to remember the classroom rules, facts and information from stories that I read, numbers, letter sounds, etc.
Talk with the students about how they tried to remember the list of items when playing Going to Grandma’s. Point out to the students that the first step was to focus on what each person said he or she was going to bring. If they weren’t sure that they heard the item correctly, they may have needed to ask a question to clarify.

Summarize these steps for remembering something:

- Focus on, or pay attention to, what is being said or presented.
- Check that you understand—ask questions to make sure.
- Practice to remember. (Repeat it, visualize it, make connections or associations with another word, etc.)

**Teamwork**

1. Tell the students that they will play Going to Grandma’s again so they can practice using some of the remembering strategies that you talked about today. Remind the students to focus during the game!

   Have the students play a few rounds of Going to Grandma’s in their teams.

   Circulate as the students play, and prompt them to use strategies such as repeating or visualizing the items.

2. Challenge the students to use their remembering skills to follow a set of multistep directions. For example, tell the students the following:

   - **First**, I want you to clear all things off your desk.
   - **Second**, please stand up, and push in your chair.
   - **Third**, when all of your team members have completed the first two steps, stand quietly, and raise your hand.

   Award a point to each team that completes all the steps. Try not to repeat any of the directions for the students. Encourage them to use their memory skills and help one another. Do a brief team huddle to prepare for the Big Q.

**Reflection**

**The Big Q:**

What is one strategy that you learned and will use this week to remember things in school?

Accept reasonable responses. For example, I will say what I need to remember out loud a few times. I will repeat it and write it down to remember. I will make a picture in my mind.
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

Encourage students to use their memory strategies throughout the day:

• to remember information about characters and ideas from stories during reading.
• to remember numbers and other basic facts during math.
• to remember classroom rules and to follow multistep direction during all classes.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario (if that will help the class achieve this week’s goal), or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Jennifer, Belinda, and Kendra come into the crowded cafeteria. They get their lunch and go to sit down, but there are only two chairs available, so all three girls might not get to sit together.

How do you think each of the girls is feeling? What are some possible solutions to the problem?

Part II: Celebrate

• Award team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus

In this unit, the students will learn two ideas that are important to empathy: understanding another person’s feelings and identifying ways to show that you care. The students will begin by identifying feelings in others and understanding that others may have feelings that are similar to or different from theirs. The students will understand that they need to use their eyes and ears to recognize how someone else is feeling. They will then think of ways to show that they care (how to show empathy). Lastly, the students will understand how empathy can prevent conflict situations from escalating and can aid in finding win-win solutions to conflicts. Many previously taught skills will be revisited in these lessons, including active listening, “I” Messages, Say It Back, and the Peace Path.

Unit Outcomes

Students will:

- express emotions to others in effective ways;
- identify that other people may feel differently from them;
- use listening skills to elicit and understand the feelings and opinions of others;
- identify the feelings, perceptions, and points of view of others; and
- relate others’ experiences to their own experience.

Books Used in Unit:

Owl Babies by Martin Waddell

Wemberly Worried by Kevin Henkes
Do you feel the same?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play any game from a category that you think the class needs to work on—try to work through the entire deck of cards as the year progresses.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn that people can feel differently about the same thing and that it helps to ask questions to understand how others feel.

ADVANCE PREPARATION

- Remember to change your Getting Along Together teams about every eight weeks. (See the Getting Along Together 2nd Edition Teacher’s Guide for more information about organizing the students into teams.) Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.
- Copy the happy and sad faces page—one per student.
- Copy the “Why don’t you feel the same?” page—one per student.
- Make sure the Feelings Tree is still posted.
- Sign and copy the Parent Peek letter—one per student.
- Copy and cut the Home Connections tickets—one per student.
Agenda

Active Instruction

- Review the feelings that are posted on the Feelings Tree.
- Do an activity with happy and sad faces to understand that people can feel differently about the same experience.

Teamwork

- Talk to teammates to find out how their feelings are different.
- Summarize how asking questions helps us understand how someone else feels.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

1. Make connections to the previous unit about friendship by explaining that part of being a good friend is knowing how your friends feel.

   Use Buddy Buzz to ask:
   
   **How do you know how your friend is feeling?**
   
   *Look at his or her face and eyes, or ask how she or he feels.*

   Review what the students have learned about feelings so far this year by asking:

   **What are some of the feelings that we have posted on the Feelings Tree so far?**

   *Happy, sad, scared, surprised, etc.*

   **What tool do we use to measure our feelings?**

   *The Feelings Thermometer:*

   Explain that in this new unit, the students will focus on understanding how others feel. Tell the students that they have practiced understanding their own feelings, and now they are going to practice identifying others’ feelings.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: How does asking questions help us understand how someone else feels?**
2. Hand out a happy and sad faces page to each student. Have the students fold the paper in half so the happy face is on one side and the sad face is on the other. Have the students stand at their desks so they can easily see one another. Use Buddy Buzz to ask:

   **How do you know when you feel happy? What does your face look like?**

   *Accept reasonable responses. I have good feelings in my body, I smile, etc.*

   **What are some things that make you happy?**

   *Answers will vary.*

Explain that you will call out different items or activities—types of food, etc.—and you want the students to hold up the happy face if the item or activity makes them feel happy or hold up the sad face if it makes them feel sad. Start with a few things, such as the following, that will make most of the students feel happy:

- Being the Cool Kid
- Having no homework
- Winning a prize

Now call out some of the following activities about which the students may have different feelings:

- Playing basketball
- Singing in front of a group of people
- Riding on a big roller coaster
- Eating pickles

Emphasize that we do not all feel the same way about the same things. After calling out each activity or item, choose one student to go stand in front of someone who held up a different face (someone who had the opposite feeling). Say:

   **Why do you think this person feels differently?**

Encourage the students to make predictions and suggest reasons that the person may feel differently.

   **How could you find out why people may feel differently from you?**

   *Talk to them, and ask questions to understand their feelings.*

   **What kinds of questions could you ask?**

Have the student you selected ask the other student why he or she feels differently about the item or activity. Encourage the students to describe their feelings in detail. Continue with a few examples until you feel that the students understand that not everyone feels the same about the same activities and that this is okay. For example, some people love to be on stage, but other people don’t like it. Some people love eggs, but other people don’t like them. The world is an interesting place because we are all different. Emphasize the idea that it helps to talk to other people about their feelings and understand that they may feel very differently from you.
**Teamwork**

1. Tell the students that now they will get a chance to talk with their teammates and find out how their feelings are the same and different. Hand out a “Why don’t you feel the same?” sheet to each student. Review the directions with the students.

2. Students will draw a face (happy, sad, etc.) to show how they feel about each item and then find someone on their team who feels differently about each item. Encourage the students to ask questions to find out why their teammates feel differently from them. Discuss some examples of questions that teammates might ask one another:
   - Why do you like climbing trees?
   - Can you describe a time when you climbed a tree and how you felt?

Tell the students to be prepared to share what they learn with the class and that they will have an opportunity to earn a point for their teams.

3. Use the Zero Noise Signal to focus the students’ attention back on you, and explain that now they will get a chance to share what they found out about their teammates with the rest of the class. Use Random Reporter to call on one student from each team to share one example of how a teammate feels differently and why (e.g., My teammate feels differently because…). Award a point to each student who explains how his or her teammate feels differently and why.

   *What did you learn about your teammates today? Say, “My teammate feels differently because…”*

   *Answers will vary.*

   *What questions did you ask to understand your teammate’s feelings?*

   *Allow the students to share some examples of questions. For example, how do you feel about shopping? Why do you feel that way?*

   Have the students do a brief team huddle to prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**

*How does asking questions help us understand how someone else feels?*

*By asking questions, we can find out why the person feels as he or she does and what he or she is thinking. It helps us understand how he or she might feel differently from us.*
Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Point out examples in stories that the students are reading when two characters have different feelings about the same thing. For example, you could talk about Goldilocks and Papa Bear from *The Three Bears*.
- In social studies, point out how two people may feel differently about a social issue or situation.
Happy

Sad
## Why don’t you feel the same?

**Directions:** Draw a face (happy, sad, etc.) to show how you feel about each activity. For each activity, find a teammate who doesn’t feel the same as you. Draw a face to show how your teammate feels, and ask, “Why do you feel this way?”

<table>
<thead>
<tr>
<th>Activity</th>
<th>How does it make me feel?</th>
<th>How does it make my teammate feel? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shopping for clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going on a roller coaster</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear First-Grade Parent or Family Member:

Have you ever cried during a movie? Felt happy for a friend? Then you have experienced empathy! Empathy is an important skill that we use to help us get along with other people. It lets us read, without words, the feelings of others.

Empathy is the topic that we are studying in our new unit. We will talk about how to show empathy in different situations. The students identified steps to show that you care. Ask your child to describe the steps to you. Tell your child about a time when you showed empathy for another person.

- What was the person feeling? How did you know? (step 1)
- Have you ever had the same feeling or experience? (step 2)
- What did you do to help or show that you care? (step 3)

Here are a few ways that you can help your child practice showing empathy at home:

- Have your child guess how you are feeling by the expression on your face.
- Ask your child how a character on TV or a character in a book is feeling.
- Celebrate every time your child shows empathy by doing or saying something to show that he or she cares about someone else.

Sincerely,

Your First-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

  Mario and Steven went to the ice cream store. They both bought chocolate ice cream. On the way home, Mario’s ice cream fell off the cone into the dirt.

  How do you think Mario feels?
  Have you ever been in a situation similar to Mario’s? How did you feel?
  How could Steven help the situation?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn how to use good observation skills and active-listening skills to be feelings detectives and identify how others are feeling.

ADVANCE PREPARATION

☐ Have a copy of Owl Babies by Martin Waddell available.
☐ Check that the Active Listening poster is still displayed in the classroom.
☐ Have a blank sheet of paper available for each student.
☐ Have crayons or markers available for drawing pictures.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review active-listening skills, and discuss how they help you to be a feelings detective.
• Read Owl Babies, and talk about how to recognize when someone is worried or scared.
Teamwork
• Draw a picture to show a time when someone was worried at school.
• Summarize verbal and nonverbal clues that show how someone is feeling.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Quickly review what the students learned about feelings in the previous lesson. Talk with the students about the fact that people can have different feelings about the same experience. For example, you may feel very happy and excited when you see a dog walking down the street, but someone else may feel very nervous and scared.

   Use Think-Pair-Share to ask:
   
   How can you tell how someone else is feeling?

   Accept reasonable responses. For example, look at his or her face or body language, or ask how he or she feels.

   Say:

   Today we are going to be feelings detectives! We are going to use our eyes to watch carefully for signs of how someone is feeling. We are also going to use our ears to listen carefully to what people say. What people say can be a big clue to how they are feeling!

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: How does being a good listener help you identify how someone else is feeling?

2. Gather the students together to listen to the story, *Owl Babies*. Tell the students that as you read the story, you want them to be active listeners. Remind them to be feelings detectives and look for clues to how the characters in the book are feeling.

   Hold up the cover of *Owl Babies*, and ask:

   Look at the owls’ faces; how do you think they are feeling? Why?

   Accept reasonable responses. For example, scared, nervous, or worried.

   Read the story aloud, and use Buddy Buzz to ask some of the following questions as you read:

   Page 3: What did Bill say when the baby owls woke up and found that their mother was gone?

   Bill said, “I want my mommy!”

   Page 5: Where did the baby owls think their mother went?

   They thought she was out hunting for food.
Page 6: Look at the baby owls’ eyes. What do they tell you about how they are feeling?

Their eyes tell me that they are worried or scared.

Page 9: Why do you think Bill kept repeating, “I want my mommy”? Accept reasonable responses. For example, Bill was scared and wanted his mother to come back, and maybe he felt that repeating it would bring her back sooner.

Pages 13 and 14: Why do you think all the baby owls decided to sit on one branch? They probably felt better being close together for comfort.

Look at page 14. What can you tell from looking at the baby owls in the picture?

They look scared, frightened, and worried and are huddling together for comfort.

Pages 21 and 22: What can you tell from looking at the baby owls as they finally see their mother return? They look excited and happy as they flap their wings and bounce up and down.

Have the students summarize how they knew how the owls were feeling throughout the story. Use Think-Pair-Share to ask:

How did you use your detective and active-listening skills to figure out how the baby owls were feeling during the story?

We looked at their facial expressions, especially at their eyes. We watched what they did, and we listened carefully to what they said.

Point to your eyes and ears, and remind the students to use their eyes and ears to find out how someone else is feeling.

**Teamwork**

1. Tell the students that now you want them to think about a time at school when they saw someone who was worried. Write “worried” on the Feelings Tree, and ask the students for other words that may mean worried. Remind the students that the owls were worried because their mother was away. Have the students do the following:
   - Think about a time when you saw someone at school who felt worried or scared.
   - Describe the experience to your partner.
   - Draw a picture of the person who was worried. Try to show how the person was feeling in the picture (facial expression, posture, etc.).
Make sure that each student has a piece of paper and crayons or markers. Circulate as the students work, and ask some of the following questions to prompt thought and discussion:

- What was the person worried about?
- What did his or her face look like?
- Did the person say anything that told you about his or her feelings?
- Have you ever had the same feeling or a similar experience?
- Did you do anything to try to make the person feel better?

2. Summarize what the students learned about being feelings detectives. Tell the students to brainstorm with their teams a list of clues or signs that tell you how someone is feeling. Remind the students that you will use Random Reporter and that teams can earn a point for a correct response.

Use Random Reporter to share clues that tell you how someone is feeling. Award a point for each answer, and keep a list as the students share their responses. Post the list somewhere visible in the classroom. (You could draw a big magnifying glass and keep the list in the center of it.) Remind the students about using active listening to check and ask questions to find out more about a person’s feelings.

**Reflection**

<table>
<thead>
<tr>
<th>The Big Q:</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does being a good listener help you identify how someone else is feeling?</strong></td>
<td></td>
</tr>
<tr>
<td>By being a good listener, you can hear clues to how someone is feeling. You can also ask questions to find out more about how the person is feeling.</td>
<td></td>
</tr>
</tbody>
</table>

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- During all subject areas, point out illustrations and photographs in books, and talk about clues to how the character or person is feeling (facial expression, body language, etc.).

- Bring in pictures from newspapers or magazines that have vivid illustrations or photographs of people’s feelings, and encourage the students to find and bring in examples as well.

- Remind the students to use their active-listening skills all day to listen for clues to how others are feeling.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Carla got picked by her teacher to bring a folder to the main office at school. Carla proudly marched down the hall, but when she got to the end of the hall, she couldn’t remember which way to turn to get to the office. Carla stood at the end of the hall and didn’t know what to do!

How do you think Carla feels?
Has something similar ever happened to you? How did you feel?
What clues would tell you how Carla is feeling if you saw her in the hall?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Guess the feeling!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will recognize how to identify how others are feeling by watching what their faces and bodies do (frown, smile, head down, eyes wide, biting fingers, jumping around, etc.).

ADVANCE PREPARATION

☐ Put the feelings pictures on an overhead transparency to show during the lesson (or find other examples of nonverbal clues to feelings from magazines or books to show).

☐ Have a set of feelings charades cards available for each team. (Cut and fold the cards, and put them in a small bag or container.)

☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review what the students learned about being feelings detectives.

• Explain how to play feelings charades, and demonstrate nonverbal clues to feelings.

Teamwork

• Play feelings charades in teams to practice identifying feelings.

• Summarize that a good feelings detective uses both nonverbal and verbal clues.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Quickly review what the students learned in the previous lesson about being good feelings detectives. Remind the students about the story Owl Babies and how they were able to understand how the young owls were feeling. Use Buddy Buzz to discuss the following questions:

   How were you able to tell how the owls were feeling in the story?
   
   *I listened to what they said, I looked at their eyes and facial expressions, and I watched what they did.*
   
   How did the owls feel in the story?
   
   *The owls felt worried because their mother was away.*
   
   Have you ever felt worried? What did you do to feel less worried?

   Encourage the students to share with their partners.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What are some things that someone might be doing if he or she feels scared? How could you know for sure?

   2. Tell the students that today they are going to talk about six feelings: worried, scared, mad, surprised, tired, and excited. Explain that during Teamwork, they are going to play a fun game called charades. Explain how to play charades:

   Charades is a really fun game in which you act out what is written on your card without using any words! When it’s your turn, you pick out a card and don’t show your teammates what it says. Then you act out what is on your card using your body and facial expressions. And you see how quickly your teammates can guess the feeling on your card! Let’s talk about how we know how someone is feeling without using any words.

   Talk with the students about what a person might look like if he or she were mad. Use Buddy Buzz to ask:

   What would my arms look like if I were mad?
   
   *They might be crossed in front of your body, etc.*
   
   What would my feet be doing if I were mad?
   
   *You might be tapping or stomping your feet, etc.*
   
   What would my face look like?

   Encourage the students to share their angry faces.
Explain to the students that to be really good feelings detectives, they have to look at everything people are doing to understand how those people feel. Show the sample pictures included with this lesson or pictures that you have found in magazines or books. Demonstrate and point out what people might be doing when they have the following emotions:

- **Scared**—sweating, knees shaking, body shaking, biting fingers, eyes wide or eyes shut, etc.
- **Worried**—hands on face, body shivering, biting nails, sweating, eyes looking down or eyes wide, etc.
- **Mad**—crossed arms, furrowed brow, hands grabbing your head, stomping feet, squinty eyes, frown, gritting teeth, etc.
- **Surprised**—eyes wide, hands on cheeks, mouth open, jumping back, etc.
- **Tired**—yawning, droopy eyes, stretching arms, slumping shoulders and body, etc.
- **Excited**—arms raised, jumping up and down, big smile, eyes wide, etc.

Tell the students that they will practice showing and identifying these six feelings as they play charades with their teams.

**Teamwork**

1. Have the students play feelings charades in their teams. Model how this works with one of the cards. Give each team a set of six folded feelings cards in a bag, a cup, or a container. Tell the students to have each team member select a card, and remind them not to show anyone what it says. Have team members take turns acting out their feelings and seeing how long it takes their teammates to guess the feeling. After each team member has gone once, they can return the cards to the container and choose again to play a second round. Keep your eye on the clock, and remind teams that everyone participates. Circulate as the students play, and award points for demonstration of the team cooperation goals or to the students who are being great feelings detectives!

2. Point out some of the nonverbal clues that you saw the students using as they played charades. Emphasize the point that good feelings detectives use their eyes and ears. Say:

   You can guess how someone is feeling by looking at what his or her face and body are doing, but the only way to know for sure is to ask! I might think you are feeling sad, but maybe you are only feeling tired. What would you say if you thought someone was feeling sad?

   *Are you feeling sad?*

   Remember to use your eyes and ears! Using “I” Messages and Say It Back helps us communicate our feelings.

Praise the students for doing such a great job, and encourage them to use their skills as feelings detectives throughout the day and at home.
Reflection

The Big Q:
What are some things that someone might be doing if he or she feels scared? How could you know for sure?

_The person might be shaking, nibbling on his or her fingers, or sweating, his or her knees might be shaking, or his or her eyes might be shut. To know for sure, you need to talk to the person and ask about his or her feelings._

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Point out characters’ actions in books or movies that show a particular feeling. Challenge the students to find nonverbal clues to a character’s feelings.

- As an art project, the students could draw a picture to represent a feeling and see if others can guess the feeling. Talk with the students about using color to represent a feeling.
Feelings Pictures
Feelings Charades Cards

- **Excited**
  - Smiley face with big smile and open eyes

- **Mad**
  - Smiley face with frown and squinted eyes

- **Worried**
  - Smiley face with furrowed eyebrows and a worried expression

- **Surprised**
  - Smiley face with wide open eyes and mouth

- **Scared**
  - Smiley face with wide open eyes and a concerned expression

- **Tired**
  - Smiley face with droopy eyes and mouth
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Matt walks into the classroom and sees Selena sitting at her desk with her head resting on the desk. Her feet are tapping up and down on the floor. She is chewing on her fingernails.

How do you think Selena is feeling? What is she doing that makes you think that?

How could Matt know for sure how Selena is feeling?

Have you ever had the same feeling as Selena? What did you do to calm down?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will identify ways to show others that they care when they know that others are worried (e.g., suggest using Stop and Stay Cool, play a game, talk about a time when you felt worried).

ADVANCE PREPARATION

☐ Have a copy of Wemberly Worried by Kevin Henkes available for the lesson. Number the pages, starting on the first page of the story text.
☐ Have a blank sheet of paper available for each student.
☐ Have crayons or markers available for the students to create drawings.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction
• Quickly review using active-listening skills to identify how others are feeling.
• Read Wemberly Worried to discuss ways to help a friend who is worried.

Teamwork
• Draw a picture to show one way to help a friend who is worried.
• Share ideas, and post a list of ways to show that you care in the classroom.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Remind the students that in the previous lesson, they played feelings charades. Have the students turn to their partners and show what their faces would look like if they were worried. Review how active-listening skills help in identifying how someone else is feeling. Use Think-Pair-Share to ask:

   How can you tell from looking at a person that he or she is feeling worried?

   Accept reasonable responses. For example, look at his or her face, or he or she may be biting his or her nails or doing another nervous habit such as shaking or pacing.

   How can you use active-listening skills to find out how someone is feeling?

   Listen carefully to what he or she says, paraphrase to be sure you understand, and ask questions to find out about his or her feelings.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What is one thing you could do to help someone who is worried?

2. Explain that today we will talk about ways that we can help someone who is feeling worried. Gather the students to listen to the story Wemberly Worried. Tell the students to think as you read about ways that they would try to help the main character, Wemberly, who is always worried. Pause to ask some of the following questions as you read:

   Page 9: What are some of the things that Wemberly worried about?

   A tree falling on her house, her doll getting lost, etc.

   Page 10: What did her parents say to her?

   Her parents told her, “Don’t worry.”

   Page 16: Her father said, “When you worry, I worry.” Why do you think he said this?

   Accept reasonable responses. For example, I think her father said this because when he saw Wemberly worrying all the time, he started to feel worried too. He probably worried that his daughter was missing out on having fun because she spent all of her time worrying.

   Page 19: What are some of the worries that Wemberly had about starting school?

   She worried about the teacher being mean, the room smelling bad, not being able to find the bathroom, etc.
What worries did you have about starting school? Did you share any of the same worries that Wemberly had?

Accept reasonable responses. For example, I also worried about not being able to find places such as the bathroom. I worried about not making any friends.

As you look at the pictures in the story, what does Wemberly look like when she is worried?

Accept reasonable responses. For example, sometimes she cries, her eyes get wide, she puts her hand on her face, she hugs her doll, etc.

Page 22: Why do you think the teacher thought Wemberly should meet Jewel?

Both girls looked worried and were clutching their dolls, so she probably thought they would have lots in common and be able to help each other.

How did Wemberly and Jewel help each other?

By playing together and having fun, they had less time to spend worrying.

What are some things that Wemberly could have done to help herself feel better when she started to feel worried?

Wemberly could have taken some deep breaths, talked to a friend or an adult about her worries, played a game, etc.

Post the ideas using a circle map.

Point out to the students that in this unit, they are talking about identifying how others are feeling and ways to help. Explain that it’s also important to recognize feelings such as worrying in yourself and know steps that you can take to feel better. Have the students talk to their partners for one minute to identify what they could do to feel better when they feel worried. Have a few of the students share suggestions, and use a circle map to post ideas in the classroom (e.g., use Stop and Stay Cool, talk to a friend, play a game, go for a walk, or talk to an adult about how to solve my problem).
Teamwork

10 minutes

1. After finishing the story, have the students return to their teams to complete the following debriefing activity. Hand out a blank sheet of paper to each student. Explain the following directions:
   - Talk with your teammates about ways that you could help a friend who worries like Wemberly.
   - Draw a picture of one way that you could show that you care to help your friend.
   - You will get a chance to earn a point for your team!

5 minutes

2. Have the students do a brief team huddle to prepare to answer today’s Big Q. Possible answers might include:
   - Use the Stop and Stay Cool Steps.
   - Play a game to keep my friend’s mind off his or her worries.
   - Talk about a time when I felt worried and what I did to feel better.
   - Make my friend laugh by doing something silly.

Add these ideas to the circle map posted in a visible place in the classroom to remind the students about ways to show that they care. Praise the students for thinking of ways to help each other and for building a caring community in the classroom!

Reflection

5 minutes

The Big Q:

What is one thing you could do to help someone who is worried?

Distract the person by playing a game, tell the person that things will be okay, or suggest using Stop and Stay Cool.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Point out examples of characters who do something to help a friend who is worried or scared in books that the students are reading.
- Share examples from newspapers or magazines of people showing that they care for other people, and encourage the students to share examples that they find as well.
ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.

- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  **Note:** You may need to join the role-play to model and encourage participation.

  Jean and Tanya are best friends. They both entered the big field day race. Tanya ran really fast and finished first! Jean tripped over a rock and finished next to last.

  **How do you think Jean feels?**
  **How do you think Tanya feels?**

  **What could Tanya do to help the situation?**

  **Have you ever had feelings similar to those of Jean or Tanya?**

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Empathy Practice, Part I

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

**Key Point of the Lesson:** Students will identify and practice the steps to show you care about someone else’s feelings.

ADVANCE PREPARATION

- Check that the Peace Path poster and the Feelings Tree are clearly displayed in the classroom.
- Have a place identified to write the Steps to Show You Care (poster, board, chart, etc.).
- Have a copy of *Wemberly Worried* available to refer to as needed.
- Post the circle map from the previous lesson.
- Prepare the Active Instruction and Teamwork scenarios for whiteboard/overhead use.
- Copy and cut the Home Connections tickets—one per student.

**Agenda**

**Active Instruction**

- Use *Wemberly Worried* to review ways to show that you care from the previous lesson.
- Identify the three steps that you can use to show that you care about someone else’s feelings.
- Model and discuss applying these steps to a classroom scenario.
Teamwork

- Discuss and brainstorm how to use the Steps to Show You Care in example scenarios.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review ways to help when you see that someone is worried or nervous from the previous lesson. (Use the circle map if you made one.) Remind the students of the story about Wemberly that you read in the previous lesson, and have them recall the ideas they came up with for ways to help Wemberly. Remind the students about the drawings they did to show their ideas about ways to help a friend.

   Use **Think-Pair-Share** to ask:
   - What were some of the things that Wemberly worried about?
     - Wemberly worried about her doll getting lost, starting school, a tree falling, etc.
   - What ideas did your team think of to help Wemberly or a friend who is worried?
     - Accept reasonable responses. For example, you could keep your friend busy playing a game to keep him or her from worrying.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q:** How do you feel when you are able to help someone else? How do you think the other person feels when you show that you care about his or her feelings?

2. Summarize for the students that understanding how others feel and showing that you care is called **empathy**. This is a big word for first graders, so don’t expect the students to remember it. The most important concept is that they are able to identify others’ feelings and ways that they may be able to help or show kindness.

   Tell the students that you want to summarize the steps they have been using in this unit. Explain that you will record the steps on a chart titled “Steps to Show You Care.” Use the following questions to elicit steps from the students, and summarize on the board or a piece of chart paper (see sample chart on the next page).

   Use **Buddy Buzz** to ask:
   - **How do you recognize how someone else is feeling?**
     - You look at his or her face and body for clues, and you listen and ask questions to understand how the person feels.
How does it help to think of a time when you had the same feeling or experience?

*It helps me understand what the person might be feeling and think about what I do when I’m feeling that way.*

Make sure that the students understand that a big part of empathy is comparing how they have felt in similar situations. Explain:

*A big part of showing that you care is thinking about a time when you had a similar feeling. For example, if you recognize that your friend is feeling nervous, then it is helpful to think about how you feel when you’re nervous. By thinking about when you have had a similar feeling or experience, you can think of how to be the most helpful to your friend. You can ask yourself, “What would make me feel better?”*

### STEPS TO SHOW YOU CARE

1. How does the person feel? How do I know?
2. Have I ever had the same feeling or experience?
3. What can I do or say to help?

3. Tell the students that now you will describe a situation, and you want them to use the Steps to Show You Care. As you describe the scenario, have the students think about what they could do to help and show they care. Read the following scenario:

   Aliya really wants to be the Cool Kid. Aliya watches nervously as her teacher pulls out and reads the name of this week’s Cool Kid. It’s not Aliya! Aliya frowns, looks down at her desk, and lets out a big sigh.

Use **Buddy Buzz** to ask:

**How do you think Aliya feels? How do you know?**

*I think Aliya feels sad or disappointed because she frowns, looks down, and lets out a big sigh.*

**Have you ever had the same feeling or experience as Aliya?**

Allow one or two students to share their experiences.

**What could you do or say to help Aliya?**

Have the students do a team huddle to discuss ways to help Aliya. After a minute, use Numbered Heads to have teams share their answers.

*Possible answers may include: Tell her to use Stop and Stay Cool, remind her that her name will be called soon because each student will get a chance to be the Cool Kid, or tell her about a time when I was disappointed about not getting picked for something.*
Teamwork

1. Tell the students to discuss two more scenarios in their teams. Remind the students to use the Steps to Show You Care and make a list of ways to help. Tell the students that they will get a chance to earn a point for their teams. Describe the first scenario:

You are at your desk in reading class. A boy named Brandon arrives. Brandon looks a little bit scared. It is his first day in this school. What could you do to help Brandon?

Use **Buddy Buzz** to ask:

*How is Brandon feeling? How do you know? (step 1)*

Brandon is feeling scared or nervous. You said he looked a little bit scared, and he is standing by the door nervously tapping his foot.

*Have you ever had an experience or a feeling similar to Brandon’s? (step 2)*

Yes, one time my mom dropped me off at my first soccer practice, and I felt really nervous. I didn’t know the other kids, and I was worried that I would be bad at playing soccer.

Have the students use a team huddle to think of ways to help Brandon (step 3). Use **Random Reporter** to have each team share one way to help Brandon. Award 1 point for each appropriate answer. Possible answers might include: Go over and talk to Brandon, offer to sit next to Brandon, or play a game together.

2. If time allows, read the following scenario:

Shane is carrying his lunch on a tray in the cafeteria. On his way back to the table, he trips, and his lunch spills all over the floor. Some kids laugh at Shane, and tears build up in his eyes. What can you do to show you care?

Use **Buddy Buzz** to ask:

*How is Shane feeling? How do you know? (step 1)*

Shane is probably feeling hurt and a bit embarrassed. I know because he has tears in his eyes.

*Have you ever had an experience or a feeling similar to Shane’s? (step 2)*

Yes, one time I was walking into school and carrying a plate of cookies to share with my class. I tripped on a rock, and the cookies spilled all over the ground in front of the school. Some older kids were standing by the door and laughing.

Have the students use a team huddle to think of ways to help Shane (step 3). Use **Random Reporter** to have each team share one way to help Shane (e.g., help him clean up his lunch). Award 1 point for each appropriate answer. Praise the students for working hard in their teams and for thinking of such great ideas.

Have the students do a brief team huddle to prepare to answer today’s Big Q.
**Reflection**

The Big Q:

How do you feel when you are able to help someone else? How do you think the other person feels when you show that you care about his or her feelings?

*I feel helpful and happy, and I think the other person feels happy to know that someone else cares about his or her feelings.*

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Encourage the students to apply the Steps to Show You Care to help a character from a story (e.g., Little Red Riding Hood).
- Remind the students to use the Steps to Show You Care in situations throughout the school day.
Active Instruction Scenario

Aliya really wants to be the Cool Kid. Aliya watches nervously as her teacher pulls out and reads the name of this week’s Cool Kid. It’s not Aliya! Aliya frowns, looks down at her desk, and lets out a big sigh.
Teamwork Scenarios

Scenario 1

You are at your desk in reading class. A boy named Brandon arrives. Brandon looks a little bit scared. It is his first day in this school. What could you do to help Brandon?

Scenario 2

Shane is carrying his lunch on a tray in the cafeteria. On his way back to the table, he trips, and his lunch spills all over the floor. Some kids laugh at Shane, and tears build up in his eyes. What can you do to show you care?
Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

John didn’t get the part that he wanted in the play. His best friend Raymond got the lead!

How do you think John feels?
How do you think Raymond feels?
What could Raymond do to help the situation?
Have you ever had the same feelings as John or Raymond?
What happened?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Empathy Practice, Part II

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn how to use the steps to show you care in conflict situations and when using the Peace Path.

ADVANCE PREPARATION

☐ Check that the Peace Path and the Stop and Stay Cool posters and the Feelings Tree are still displayed in the classroom.

☐ Post the chart titled “Steps to Show You Care” from lesson 5.

☐ Prepare the Active Instruction and Teamwork scenarios for whiteboard/overhead use.

☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review and summarize the Steps to Show You Care.

• Explain how empathy skills are useful when using the Peace Path and during potential conflicts.
Teamwork

- Discuss the scenarios, and role-play using empathy skills on the Peace Path.
- Summarize that using the Steps to Show You Care can help to avoid conflicts.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review the Steps to Show You Care from lesson 5:

   1. How does the person feel? How do I know?
   2. Have I ever had the same feeling or experience?
   3. What can I do or say to help?

   Use Think-Pair-Share to ask:

   Have you used these steps recently to show that you care? When?

   Encourage one or two students to share examples.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: Could being feelings detectives and showing that we care about our teammates and classmates make our classroom a better place to learn? How?

2. Remind the students that when they show that they care, they are showing empathy.

   Point out the steps on the Peace Path. Use Buddy Buzz to ask:

   What is step 1 on the Peace Path?

   Step 1 is “Tell the Problem.” I give an “I” Message to share my feelings, and then I listen to the “I” Message of the other person. I say it back to make sure I understood the other person’s “I” Message.

   Point out to the students that when they say it back, they are trying to understand the other person’s feelings. Explain that the Steps to Show You Care can be very helpful when using the Peace Path. Describe the following scenario to the students:

   Imagine that there is a new girl in our class named Nora. Every time the teacher asks Nora for an answer, she looks down at her desk and mumbles her response very quietly. One of Nora’s teammates, Raul, gets frustrated when Nora can’t give an answer. Raul is mad when his team doesn’t get any points during Random Reporter because of Nora. Raul shouts, “Nora, you are the worst teammate! Now we won’t be a super team!”
Ask for two volunteers to be Nora and Raul. Explain that you want the volunteers to role-play using the Peace Path in this situation. Have the student playing Nora give an “I” Message. Remind the student to state how she feels and why.

Example: I feel very sad when you tell me that I’m the worst teammate.

Now have the student role-playing Raul say it back to show that he understands Nora’s “I” Message and how she feels. Have the student use the sentence starter “I heard you say that…”

Example: I heard you say that you feel sad when I tell you that you are the worst teammate.

Now have Raul give his “I” Message.

Example: I feel frustrated when you can’t give an answer and our team doesn’t get any points.

Have the student role-playing Nora say it back to Raul to show that she understands how he feels.

Example: I heard you say that you feel frustrated when I get nervous and can’t give an answer.

Ask:

What could Raul do when he feels himself getting frustrated?

He could use Stop and Stay Cool. (Review the Stop and Stay Cool Steps with the students.)

Have the students role-playing Nora and Raul complete the Peace Path and think of a win-win solution. Use Buddy Buzz to ask:

How could Raul have used the Steps to Show You Care before he got frustrated with Nora?

Raul could have recognized that Nora was feeling nervous. He could have thought about how he feels when he is nervous. Raul could have thought of a way to help Nora. Maybe he could have helped Nora practice giving an answer and offered her encouragement and help.

Could Raul have used Stop and Think? How?

Before telling Nora that she was the worst teammate, Raul could have stopped and thought about Nora’s feelings. He could have noticed that she was looking down and was nervous. He could have stopped himself from saying something hurtful and mean.

How could Nora have used the Steps to Show You Care to show that she understood Raul’s feelings?

Nora could have tried to understand that it is frustrating for her teammates when she can’t give an answer. She could use Stop and Stay Cool when she feels nervous to calm down so she can give an answer.
Summarize that using the Steps to Show You Care can prevent conflict! If the students remember to think about how others are feeling, then they can avoid saying something hurtful and try to help one another instead. Using the Steps to Show You Care is also helpful when saying it back on the Peace Path.

**Teamwork**

1. Tell the students that they will discuss a new scenario in their teams. Read the following scenario to the students:

   **Shayla brought her brand-new bracelet into school to show her teacher. One of her friends, Jada, wanted to see it and pulled it out of Shayla’s hand. Jada pulled it so hard that the bracelet broke! Shayla’s eyes filled with tears, and she put her head down on her desk. Jada laughed and said, “It’s just a dumb bracelet!”**

   Students will work with their partners. Tell the Peanut Butters to role-play being Shayla and the Jellys to role-play being Jada.

   - To practice the first step on the Peace Path, have the students role-playing Shayla give an “I” Message to Jada.
   - Ask the partners to give a thumbs up if the “I” Message included how Shayla felt and why.
   - Now have the students role-playing Jada say it back to show that they understand how Shayla is feeling.
   - Ask the partners to give a thumbs up if Jada said it back accurately and understood Shayla’s feelings.
   - Now have the partners role-playing Jada give an “I” Message to communicate her feelings.
   - Again ask the partners to give a thumbs up if the “I” Message included how Jada felt and why.
   - Now have the students role-playing Shayla say it back to show that they understand how Jada is feeling.
   - Ask the partners to give a thumbs up if Shayla said it back accurately and understood Jada’s feelings.
2. Have the students use team huddle to think of a list of other ways that Jada could have reacted in this situation. Think about how Jada could have used the Steps to Show You Care.

**If Jada had taken time to stop and think, do you think she would have been able to better show that she cared about Shayla’s feelings? Why?**

*If Jada had used Stop and Think, she could have avoided pulling the bracelet out of Shayla’s hands. Also, Jada could have realized that Shayla was sad about her bracelet breaking, and she could have thought about how she feels when she is sad. Instead of laughing, she could have apologized and offered to figure out how to fix the bracelet.*

3. If you still have time, have the teams practice with a second situation. Read the following scenario:

> Justin and Ben are best friends who are playing in the park. Justin sees a group of fifth graders playing soccer. Justin hops in and joins the soccer game. Ben watches nervously from the sideline. He is worried about playing with kids who are so much older.

Use **Buddy Buzz** to ask:

**What is a response that Justin could have to this situation that could lead to a conflict?**

*Accept reasonable responses. For example, Justin might tell Ben that he is a baby for not playing and hurt his feelings.*

**How could Justin use the Steps to Show You Care to help and encourage Ben?**

*Justin could look at Ben and realize that his friend is nervous. Justin could walk over and tell Ben that the older kids are nice and encourage him to play. If Ben is still too nervous, Justin could suggest that he and Ben play something else.*

Explain how using Stop and Think and the Steps to Show You Care can prevent many conflicts from happening.

Have the students do a brief team huddle to prepare to answer today’s Big Q.
Reflection

The Big Q:
Could being feelings detectives and showing that we care about our teammates and classmates make our classroom a better place to learn? How?

By recognizing how our classmates are feeling, we can do something to help. By helping one another and understanding one another's feelings, we will have less conflict and more time to learn together.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Remind the students throughout the day to use Stop and Think and the Steps to Show You Care to avoid conflicts.
- When the students are using the Peace Path, encourage them to think about how the other person is feeling.
Active Instruction Scenario

Imagine that there is a new girl in our class named Nora. Every time the teacher asks Nora for an answer, she looks down at her desk and mumbles her response very quietly. One of Nora’s teammates, Raul, gets frustrated when Nora can’t give an answer. Raul is mad when his team doesn’t get any points during Random Reporter because of Nora. Raul shouts, “Nora, you are the worst teammate! Now we won’t be a super team!”
Teamwork Scenarios

Scenario 1

Shayla brought her brand-new bracelet into school to show her teacher. One of her friends, Jada, wanted to see it and pulled it out of Shayla’s hand. Jada pulled it so hard that the bracelet broke! Shayla’s eyes filled with tears, and she put her head down on her desk. Jada laughed and said, “It’s just a dumb bracelet!”

Scenario 2

Justin and Ben are best friends who are playing in the park. Justin sees a group of fifth graders playing soccer. Justin hops in and joins the soccer game. Ben watches nervously from the sideline. He is worried about playing with kids who are so much older.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

While jumping over a fence, Billy got his foot caught and tripped over the fence. His best friend Cisco laughed when Billy tripped. Billy stomped off and went home.

If Cisco had used Stop and Think, how might he have reacted differently?
What can Cisco do to show that he cares about Billy’s feelings?
What could Billy have done before he got so mad that he stomped off?
What is an “I” Message that each boy could give in this situation?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Empathy on the Peace Path

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it. Note: This routine will be introduced in this lesson.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: The students will learn how thinking about the other person’s feelings while using the Peace Path makes it easier to find a win-win solution.

ADVANCE PREPARATION

- Post the Steps to Show You Care from lesson 5.
- Have a set of Getting Along Together puppets available for each team.
- Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction
- Quickly review the Steps to Show You Care.
- Show the Peace Path animation, and have the students think about how Chilly and Buster could have used the Steps to Show You Care.

Teamwork
- Have the students role-play being Chilly and Buster on the Peace Path.
- Summarize that using the Steps to Show You Care leads to win-win solutions.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Quickly review the Steps to Show You Care.
   1. How does the person feel? How do I know?
   2. Have I ever had the same feeling or experience?
   3. What can I do or say to help?

Remind the students that in the previous lesson, they talked about how to use these steps to avoid conflicts and when they are on the Peace Path. Use Think-Pair-Share to ask:

Describe a time when you used the Steps to Show You Care. How did it feel? Did it help you avoid a conflict?

Encourage the students to support their answers.

Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

Big Q: How does using the Steps to Show You Care help you find win-win solutions?

2. Remind the students about the Peace Path animation with the Getting Along Together characters that they watched during unit 1. Tell the students that they are going to watch this video again right now. Explain the following purpose for watching the video again:

This time when you watch Chilly and Buster on the Peace Path, think about how they could have used the Steps to Show You Care. As Chilly and Buster give their “I” Messages and say them back, think about how they could have been more aware of each other’s feelings. Pay close attention to what Chilly and Buster say and do.

Show the Peace Path animation, and use Buddy Buzz to debrief with the following questions:

How do you think Chilly feels when Buster calls him “a swing hog”?

Chilly probably feels hurt and maybe a little sad or mad.

After Buster gives his “I” Message and Chilly says it back, you can tell that Chilly is getting frustrated. How can you tell? What could Chilly do to calm down?

You can tell that Chilly is getting frustrated because his head is turning red, and he wants to say more. Chilly could use the Stop and Stay Cool Steps to calm down.
How do you think Chilly’s reaction would have been different if he had stopped to think about how Buster was feeling?

Maybe Chilly would have been calmer and realized that Buster was sad because he really wanted a turn on the swing. Chilly could have thought about a time when he was sad because he wanted a turn at something.

After step 2, were both Buster and Chilly happy with the solution that they agreed to?

Yes, because it was a win-win solution!

What do you think would have happened if Chilly only thought about his own feelings in step 2? What kind of solution would he have suggested?

If Chilly only thought about his own feelings, he probably would have suggested a win-lose solution. For example, he might have suggested that he get a longer turn than Buster.

Teamwork

1. Give each team a set of the Getting Along Together puppets. Use Numbered Heads to assign roles: 1s are Chilly, 2s are Buster, 3s are Betty, and 4s are Owlivia. (If teams have a fifth member, he or she can be Dilly.) Tell the students that they are going to act out being Chilly and Buster on the Peace Path resolving their conflict over the swing. Remind the students that you want them to think about the other person’s feelings.

   • Have the students who are role-playing Chilly and Buster walk the steps of the Peace Path and use the Steps to Show You Care to come up with a new win-win solution to their problem. Remind the students that there is more than one way to solve a problem!

   • Ask the students who are role-playing the other animals to watch and check that Chilly and Buster are thinking about each other’s feelings by what Chilly and Buster say or do.

   • As a final step, ask the team to brainstorm together and come up with another idea for a win-win solution. Tell the students that they will get a chance to earn a point for their team.

2. Use Random Reporter to call on each team to share a win-win solution. Have the other teams give a thumbs up if they agree that it is a win-win solution. Praise the teams for their great ideas, and summarize the lesson with this point:

   Thinking about how the other person feels helps us think of win-win solutions. We are able to think about what will make both people happy!

Have the students do a brief team huddle to prepare to answer today’s Big Q.
Reflection

The Big Q:
How does using the Steps to Show You Care help you find win-win solutions?
By using the Steps to Show You Care and thinking about the other person’s feelings, you make sure that you find a win-win solution that will make both people happy.

Home Connections
Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect
- Point out examples between characters in stories when thinking about the other person’s feelings could have helped to resolve a conflict.
- Highlight examples of win-win solutions in books that you are reading or from current events in the newspaper or other media.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Use the graphic organizer to brainstorm strategies.
  - Post the goal and the strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Dan is sitting in the teacher’s rocking chair. Caroline really wants a turn to sit in the chair. Caroline yells and pushes Dan out of the chair.

How could Dan and Caroline think about each other’s feelings and come up with a win-win solution to this problem?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus

In this six-lesson unit, the students will review the purpose and relevance of Brain Game skills to academic learning. The students will learn that the Brain Games offer practice in three critical cognitive skill areas: response inhibition (stop and think), attention control (focus), and memory. The unit helps the students understand when these skills are used in the classroom setting, why mastery of them enhances learning, and what strategies they can employ to increase their own facility with each skill. The students will also assess their improvement and growth in the skills at this midway point in the school year.

Unit Outcomes

Students will:

• use active-listening skills to take in, store, retain, and access information during team discussion and active instruction in the classroom;

• use a variety of self-control techniques to meet the demands of the situation (e.g., learning in a class setting);

• inhibit inappropriate automatic (reflexive) or dominant responses in favor of more appropriate behavior;

• wait and use situationally appropriate strategies to cope with waiting;

• ignore distractions when doing a task;

• use multiple strategies, including self-talk, to sustain attention on a task;

• carry out complex multistep tasks, including manipulating information in memory; and

• use a variety of effective strategies, including self-talk, to remember and follow complex commands (e.g., two- and three-part commands) during the lesson and throughout the school day.

Books Used in Unit:

*My Mouth is a Volcano!* by Julia Cook
Why do we play Brain Games?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will review and understand why they play Brain Games and look specifically at Stop and Think and whether they have improved their use of these skills at school.

ADVANCE PREPARATION

☐ Have the Train Your Brain! poster available.
☐ Have the Brain Game cards available.
☐ Make an overhead transparency of the “Do I stop and think before I act?” page.
☐ Sign and copy the Parent Peek letter—one per student.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Introduce the unit by reviewing why the students play Brain Games and how the skills are used.
• Make connections to the empathy unit by pointing out to the students that during that unit, they stopped to think about one another’s feelings.
• Have the students evaluate how they are doing on the “Do I stop and think before I act?” page.
Why do we play Brain Games?

**Teamwork**

- Choose a strategy to improve the ability to stop and think in one of the school situations listed on the “Do I stop and think before I act?” page.

**Reflection:** Ask the Big Q.

**Home Connections:** Pass out this week’s ticket.

---

**Active Instruction**

1. Introduce the new unit called Brain Game Aim. Review and discuss the purpose of playing Brain Games. Use **Buddy Buzz** to ask:

   **Who can tell me some of the Brain Games that we have played so far?**

   *Accept reasonable responses, for example, Don’t Break the Sugar Bowl, Freeze, Going to Grandma’s, etc.*

   **Do you know why we play Brain Games? (Hint: Think about the word brain!)**

   *We play Brain Games to help our brains grow stronger and to improve our thinking skills.*

   **Why do you think we play the same game several times?**

   *Because each time we play, we get better. And it’s fun!*

   Show the deck of Brain Game cards, and remind the students about the three types of skills that the games help them practice: focus, stop and think, and remember. Point to the list of skills on the Train Your Brain! poster, and quickly review the hand signal for each type of skill as you point to Owivia, Buster, and Chilly. Tell the students that during this unit, they will take a close look at each of these types of skills and think about why these skills are so important for school.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: What strategy do you think will help you the most to remember to stop and think in school?**

2. Explain that the first skill you will take a closer look at is Stop and Think. Make a connection to the empathy unit by pointing out that during that unit, the students had to stop and think about one another’s feelings. Use **Think-Pair-Share** to ask:

   **What could happen if you forget to stop and think about how another person is feeling?**

   *Accept reasonable responses, for example, you could say something hurtful or say or do something that might lead to a conflict.*
Tell the students that there are many situations in school in which it is important to stop and think. Remind the students that they talked about stopping and thinking in unit 1 when they played Freeze for the first time. Review the strategies they came up with to help them remember to stop and think:

- Taking deep, slow breaths
- Counting quietly in my head (1-2-3, etc.)
- Telling myself to calm down
- Closing my eyes and avoiding distractions
- Sitting on my hands

3. Put up the transparency of the “Do I stop and think before I act?” page. Ask the students if they remember filling out this page in unit 1. Tell the students to think for one minute about how they have been doing with stopping and thinking. Read each of the three situations, one at a time, from the transparency, and have the students give a signal with their thumbs to show how they think they are doing. Use Buddy Buzz to ask:

Which of the strategies that we talked about have you used in these situations to help you remember to stop and think?

Accept reasonable responses, for example, I count quietly in my head, which keeps me from calling out an answer.

Remind the students that during this unit, they will get more practice in stopping and thinking and will continue to improve.

**Teamwork**

1. As a class, decide which of the three situations on the “Do I stop and think before I act?” page the class most needs to work on. For example, maybe your class thinks they need to work on the first situation, not calling out answers.

- Reread the list of strategies that the students came up with to help them remember to stop and think.

- Have the students talk in their teams and decide which strategy they think would be the most useful in helping the class to not call out answers. Encourage the students to come up with a new idea that is not on the list yet (e.g., give your teammate the Stop and Think Signal if you think he or she is going to call out an answer).

- Remind the teams to have each team member be prepared for Random Reporter and be able to explain the strategy that their teams chose and why.

2. Use Random Reporter to have each team share the strategy they think will help in remembering to stop and think and why. Award a point to each team that shares the strategy and explains why they think it will be helpful. Encourage the students to use this strategy throughout the school day to help them remember to stop and think.

Have the students prepare to answer today’s Big Q.
Reflection

The Big Q:
What strategy do you think will help you the most to remember to stop and think in school?

For example, I think taking deep, slow breaths will help me remember to stop and think. When I take deep breaths, I have time to calm down and stop and think before I do something.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• Remind the students to use the Brain Game skills throughout the day in all classes, especially the Stop and Think skill this week. Give the students the hand signal for Stop and Think throughout the day to serve as a reminder.

• Point out examples of how the strategies to remember to stop and think might help a character in a story, movie, or TV show.
Do I stop and think before I act?

1. Do I stop and think when I feel like I want to call out an answer?

- Always
- Most of the time
- Only sometimes

2. Do I stop and think when I want to get out of my seat without asking?

- Always
- Most of the time
- Only sometimes

3. Do I stop and think when I want to cut in front of someone when we’re waiting in line?

- Always
- Most of the time
- Only sometimes
Dear First-Grade Parent or Family Member:

Have you ever heard your child talk about playing Brain Games at school? Brain Games help the students practice important skills such as having self-control, focusing, and remembering. Today we started a unit in which the students will get more practice in these important skills.

The students will practice what we call a Stop and Think skill, which is the ability to stop and control your actions or words. The students will practice ways to wait patiently, keep their hands and words to themselves, and not interrupt, along with other self-control behaviors that are important for the classroom and for life. The students will also learn specific strategies for focusing and paying attention and for remembering important information.

You can help your child practice these skills in the following ways:

• Ask your child to tell you about his or her favorite Brain Game. If possible, play the game at home with your child and his or her siblings.

• Ask your child to teach you the hand signals that we use for each of the three Brain Game skills.

• Ask your child to describe some of the strategies that our class came up with to help us avoid interrupting. Talk about whether these strategies might also work at home.

Sincerely,

Your First-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Mr. Pope has been awarding points all week to teams that do not call out answers. Brianna and Ben have called out answers the past three days, so their team has not gotten any points this week. Carl, one of their teammates, was very frustrated and scribbled on Brianna’s and Ben’s papers.

What is a Stop and Think strategy that Brianna and Ben could have used?

What could Carl have done differently when he felt himself getting frustrated?

How could their teammates have reminded them to stop and think?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
30 minutes  Unit 4 | Lesson 2

Stop and think—don’t interrupt!

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Play a Stop and Think Brain Game whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand the importance of not interrupting in the classroom and will identify strategies for resisting the urge to interrupt.

ADVANCE PREPARATION

- Have *My Mouth is a Volcano!* by Julia Cook available.
- Have the list of Stop and Think strategies from lesson 1 available.
- Copy and cut the Home Connections tickets—one per student.

**Agenda**

**Active Instruction**

- Review the Stop and Think strategies from lesson 1.
- Listen to *My Mouth is a Volcano!* to understand the importance of not interrupting others.
- Practice giving “I” Messages to understand how people feel when they are interrupted.
Teamwork

- Identify times in school when it is particularly important to not interrupt others.
- Choose a strategy to use to avoid interrupting others.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Briefly review the strategies that the students chose in the previous lesson to help them not call out an answer. Explain that when you call out an answer, you may be interrupting your teacher or classmates. These interruptions can cause hurt feelings and damage the cooperative climate in the classroom. Explain that today you will talk more about the importance of stopping and thinking to avoid interrupting others.

      Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

      Big Q: What is a strategy that you will use to keep yourself from interrupting others?

2. Tell the students that you are going to read them a story about interrupting. Announce that the name of the story is *My Mouth is a Volcano!*

Use Think-Pair-Share to ask:

- What is a volcano?
- Why do you think the book is called *My Mouth is a Volcano!*?

      Probably because his mouth explodes with words.

Read *My Mouth is a Volcano!* aloud, and use Buddy Buzz to ask some of the following questions as you read:

- Page 8: What happens when Louis erupts?
  Words explode out of his mouth like lava from a volcano.

- Page 10: What does Louis say happens in his body before he erupts?
  Words slide down from his head onto his tongue, his tummy rumbles and grumbles, his words wiggle and jiggle, and his tongue pushes his important words against his teeth.

- Page 17: What does his mom say when Louis blurts out a story during dinner? Interrupt the students as they answer!
  She says that Louis interrupted and needs to wait his turn when someone else is talking.
Page 25: **How does Louis feel when Richard and Courtney interrupt his Student Star stories?**

*Louis is angry that they are rude and interrupt him.*

Page 29: **What does his mom tell Louis to do the next time words push against his teeth?**

*She says to bite down on the words and not let them out. Then she says to take a deep breath and push the words out through his nose. When it is his turn to speak, Louis can breathe the words back into his mouth and share them.*

3. **Debrief the story by discussing the following questions. Ask:**

   - **What did I do as you were trying to answer the last few questions?**
     
     *You interrupted us!*
   
   - **How did it feel when I did that?**
     
     *It was annoying and irritating because we couldn’t finish our thoughts and get our words out.*
   
   - **How do you think his teacher, parents, and friends felt when Louis interrupted them?**
     
     *I think they felt annoyed, angry, frustrated, etc.*
   
   - **What strategy did his mom teach Louis to use when he felt like he was going to interrupt?**
     
     *She told him to take deep breaths and hold in his words until it was his turn to speak.*
   
   - **What do we use in our teams as a reminder that only one person speaks at a time?**
     
     *We use the talking stick.*

Remind the students about when Courtney interrupted Louis’s story about his x-ray of his broken arm in *My Mouth is a Volcano!** Courtney interrupted to tell about when she broke her leg. Have the students work with their partners. The Peanut Butters will role-play being Louis and the Jellies will role-play being Courtney. Have Louis and Courtney each give an “I” Message to share their feelings. Ask:

   - **What is a win-win solution to Louis and Courtney’s problem?**
     
     *One possible win-win solution is to take turns telling their stories. Maybe they could use a talking stick.*
**Teamwork**

1. Have each team brainstorm three examples of times during school when it would be particularly important to remember to stop and think and not interrupt others. After allowing teams to brainstorm for two or three minutes, have a few students share ideas, and award 1 point for a correct answer. Possible examples may include:
   - when the teacher is explaining directions,
   - when one of our teammates is speaking with the talking stick, and
   - when your partner is reading to you during partner reading.

2. Remind the students about the strategies to help them stop and think that they talked about in the previous lesson. Have the students discuss the strategies with their partners and each pick one strategy that they will use this week to keep themselves from interrupting. Possible strategies may include:
   - taking deep, slow breaths
   - counting quietly in my head (1-2-3, etc.)
   - using the talking stick
   - giving the Stop and Think Signal (Point to Buster on the Train Your Brain! poster.)
   - saying to myself, “I will not interrupt today.” (self-talk)

Have the students do a team huddle to prepare for today’s Big Q.

**Reflection**

**The Big Q:**

What is a strategy that you will use to keep yourself from interrupting others?

Possible answers include: Take deep breaths, count silently in my head until it's my turn, focus on listening until it's my turn, and squeeze my lips together so my words don't escape until it's my turn.

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Remind the students to use their Stop and Think strategies to not interrupt any of their teachers.
- Point out characters in stories who would benefit from using Stop and Think strategies to avoid interrupting others.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

Mr. Gray is a first-grade teacher. He asked his class to pass the talking stick and take turns describing their ideas for the best birthday party ever. Roy calls out that he thinks a wrestling party would be awesome! Carly yells out that a gymnastics party would be the best party ever!

What strategies could Roy and Carly have used to avoid interrupting?

If you were on a team with Carly or Roy, what would you do or say to them?

Why is it important to remember to stop and think and not interrupt?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Stop and think: wait, wait, wait!

**Getting Along Together Routines**

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Play a Stop and Think Brain Game whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

**Key Point of the Lesson:** Students will identify and practice strategies to use in situations when they need to wait.

**ADVANCE PREPARATION**

- Have a stopwatch or small timer available.
- Have chart paper available to record strategies to help the students when they need to wait.
- Review and have the Don’t Break the Sugar Bowl Brain Game card available.
- Copy and cut the Home Connections tickets—one per student.

**Agenda**

**Active Instruction**

- Give students the experience of having to wait for one minute.
- Review not interrupting, and brainstorm a list of strategies to use to help when you need to wait.
Teamwork

- Practice using strategies to wait by playing Don’t Break the Sugar Bowl.
- Discuss how Stop and Stay Cool can help when you need to wait.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Tell the students that you need them to sit quietly in their seats for exactly one minute. Warn them that they cannot make any noise or talk during this minute. Set a timer, or use a stopwatch to time one minute. As the students sit and wait, make notes about any movements or noises that you see (e.g., tapping their feet, moving their hands).

After one minute, tell the students that they can now move and take a deep breath. Use Think-Pair-Share to ask:

- Was it difficult to sit quietly for one minute? Why or why not?
  
  Accept supported answers. For example, yes, it seemed like longer than one minute because I was bored and had nothing to do.

- Did you do anything to try to make the time seem to go faster? If yes, what did you do?
  
  For example, yes, I counted pictures around the room to pass the time.

Explain that today the students will talk about how being unable to wait can get in the way of teamwork and learning together in school. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

- Big Q: Describe a time when you usually have to wait during the school day. What is a strategy that you could use to make waiting easier?

2. Review what the students learned about interrupting others in the previous lesson. Explain that interrupting others is an example of not being able to wait. Learning to control the urge to interrupt is being able to wait your turn.

Use Buddy Buzz to ask:

- What are some situations where you have to wait during school?
  
  Accept reasonable responses. Possible responses include:
  
  - waiting in line in the cafeteria
  - waiting for your turn to talk with the talking stick
  - waiting until it’s time to go home at the end of the day

- How do you feel when you are waiting?
  
  For example, I feel excited, anxious, impatient, or bored.
What are some times when you need to wait in the classroom?

Waiting until everyone else is done with an activity if I finish early, waiting for my turn to be a special helper, or waiting for snack time.

Why is it important to learn to wait? What would our classroom be like if we didn’t wait? If needed, use the sentence starter “We need to wait because…”

It is important to wait so everyone gets a turn and so we have order in the classroom to be able to get things done. If nobody waited, we would have chaos and would not be able to learn.

Brainstorm some strategies that the students can use to help them wait. Tell the students that you are going to give each team 3 minutes to brainstorm a list of things they can do to help them wait. Remind the students that it has to be a strategy that doesn’t make a lot of noise or disrupt others. For example, tapping your foot and tapping your pencil on your desk are not good strategies because they would be disruptive to others.

After 3 minutes, use Random Reporter to have each team share an idea. Keep a list of waiting strategies on a piece of chart paper to post in the classroom. Possible ideas may include:

- reading silently at your desk
- drawing a picture
- counting something around the classroom (things that are red, words with the letter a, etc.)
- making a picture in your mind of a story or event
- counting in your head
- singing a song in your head
- using Stop and Stay Cool
- raising your hand
- stopping and thinking

Teamwork

1. In their teams, have the students play Don’t Break the Sugar Bowl to practice using a waiting strategy. Before starting the game, tell the students that you want each of them to choose a waiting strategy that they are going to try. As the students play, circulate from team to team, and observe the strategies that the students are using. Give the Stop and Think Signal as a reminder to the students as they play.

2. Debrief after playing the game, and use Random Reporter to have each team describe one of the waiting strategies that they used. Ask:

   Did the waiting strategy that you chose help you wait? Why or why not?

   Hopefully the students will say yes, that the strategy helped them to be patient and wait.
Stop and think: wait, wait, wait!

If you feel yourself getting frustrated or impatient when you are waiting, which strategy that we have used before could help you?

*Stop and Stay Cool!*

Have the students prepare to answer today’s Big Q.

**Reflection**

The Big Q:

Describe a time when you usually have to wait during the school day. What is a strategy that you could use to make waiting easier?

Accept any answers that describe a time during the school day and a strategy to use while waiting. For example, I always have to wait in line for food in the cafeteria, so I count the number of people in front of me in line as I wait.

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Remind the students to use a waiting strategy whenever your class is waiting in line at school.
- Encourage the students to use a waiting strategy during any class when they need to wait their turn to read or speak.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

Ms. Melina told her class that in 3 minutes they would go to the carpet and hear a special story. Three different students asked if it was time yet after about 1 minute. Two students rushed over to the carpet before Ms. Melina told them to.

Which strategies can Ms. Melina’s students use to help them wait? Demonstrate these strategies.

Why do you think it’s difficult to wait sometimes?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Spotlight on focus!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Focus Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand that focusing and paying attention are essential skills for learning and that using active-listening skills helps them maintain focus.

ADVANCE PREPARATION

☐ Have the Active Listening and Train Your Brain! posters available.
☐ Have three opaque plastic cups and a crumpled-up piece of paper available for a ball-and-cup version of the shell game.
☐ Have the Brain Game deck of cards available; pull out the Focus games.
☐ Copy the Focus Word Lists sheet—one per partnership.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Introduce the topic of focusing, and discuss what it means to focus.
• Play the cup game to illustrate the importance of keeping your focus.
• Discuss ways to focus in school.
Teamwork

- Practice focusing by saying a tongue twister and picking out words that don’t belong in a list.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Remind the students that this unit is about the skills that they learn by playing Brain Games. Mention that the first three lessons were about Stop and Think, and now they will take a closer look at Focus Brain Games.

Point to focus and Owlivia on the Train Your Brain! poster. Have the students give the Focus Signal. Use Buddy Buzz to ask:

What are some of the Focus Brain Games we have played?

Possible answers may include Telephone, Sha Zam, I Spy, etc.

What does it mean to focus on something?

To focus means to concentrate or pay close attention to something. We use our eyes, ears, and brains to focus.

How do you use active listening when you focus?

I keep my eyes focused on what is happening and stay quiet.

Who can show me the three parts of the active-listening posture?

Look at the speaker, stay still with hands in lap, and be quiet.

Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

Big Q: What is one strategy that you will try this week to improve your focus and attention in school?

2. Tell the students that you are going to play a quick game to show how important it is to focus. Play the game on a small table or desk where all the students can easily see the cups. Place three cups lid-side down on the table, and place a crumpled-up piece of paper under one of the cups as a ball. See the following picture.
Explain that you are going to quickly shuffle the cups around, and you want the students to follow the cup that has the paper ball under it. Remind the students to keep their eyes on the cup with the ball the entire time. After shuffling the cups, ask the students to hold up their finger(s) to show which cup has the ball (one, two, or three fingers). If the students guess it easily, then you can play again and shuffle the cups faster this time. Ask:

**How were you able to follow the cup with the ball?**

*I kept my eyes on that cup the entire time, and I didn’t let myself look at the other cups. I kept my focus!*

3. Remind the students about some of the strategies that they came up with in unit 1 for focusing. Possible ideas include:

- keeping your eyes on the speaker (active listening),
- using the Focus Signal (focusing our eyes like Owlivia),
- covering your ears to keep out distracting noises,
- using self-talk to remind yourself to focus, and
- going to a quiet spot to finish your work if possible.

Talk about times during school when the students would use these strategies to focus. Use **Buddy Buzz** to ask:

**What are some times during reading, math, or other subjects that you really need to focus?**

*Accept reasonable responses. Possible answers include:*

- when you are listening to your partner reading,
- when you are counting something in math,
- when you are measuring something, and
- when your teacher is giving you directions.

**Teamwork**

1. Tell the students that you are going to test their focusing skills by seeing if they can repeat a simple tongue twister. Read the following tongue twister aloud:

**Buster buys big baskets of blueberries.**

Have the Peanut Butters turn and repeat the tongue twister to the Jellies. Read aloud the tongue twister again, and this time have the Jellies repeat it to their partners. Emphasize that they need to focus on each word to repeat the tongue twister correctly.
2. Explain that the students will have another chance to practice a focusing strategy as they read lists of words with their partners. Tell the students that each list has a rule that all the words in the list follow except for one word. One partner will read the list aloud, and the other partner has to focus and listen carefully to pick the word that does not belong in that list.

- Hand out the Focus Word Lists sheet to each set of partners.
- Have the Peanut Butters fold the sheet in half lengthwise to make it easier to focus on one list at a time.
- Have the Peanut Butters read aloud list 1 and the Jellies listen and identify the word that does not belong in the list.
- Then have the Jellies read aloud list 2 and the Peanut Butters listen and identify the word that does not belong in the list.

Have partners continue to alternate roles for as long as time allows. Debrief the activity by having the students share how they were able to focus. Ask:

**When can you use this focus skill in school?**

*For example, when I listen to my partner reading a story.*

Have the students take a minute to prepare to answer today’s Big Q.

---

**Reflection**

**The Big Q:**

What is one strategy that you will try this week to improve your focus and attention in school?

*For example, I will try to use active listening and always keep my eye on the speaker. Sometimes I look at other things in the classroom when I’m supposed to be watching my teacher, so I will remind myself not to do that.*

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Remind the students to focus and pay attention when a teammate is talking with the talking stick.
- Point out opportunities to focus in math class such as when measuring with a ruler, when adding numbers, or when identifying a number as odd or even.
- Give the Focus Signal throughout the day as a reminder.
### Focus Word Lists

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words that end in -at</strong></td>
<td><strong>Words that end in -op</strong></td>
</tr>
<tr>
<td>cat</td>
<td>hop</td>
</tr>
<tr>
<td>hat</td>
<td>chop</td>
</tr>
<tr>
<td>mat</td>
<td>pop</td>
</tr>
<tr>
<td>hop</td>
<td>stop</td>
</tr>
<tr>
<td>pat</td>
<td>mat</td>
</tr>
<tr>
<td>bat</td>
<td>top</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List 3</th>
<th>List 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words that end in -et</strong></td>
<td><strong>Words that end in -s (plural)</strong></td>
</tr>
<tr>
<td>let</td>
<td>cats</td>
</tr>
<tr>
<td>net</td>
<td>dogs</td>
</tr>
<tr>
<td>bet</td>
<td>pigs</td>
</tr>
<tr>
<td>get</td>
<td>cow</td>
</tr>
<tr>
<td>man</td>
<td>birds</td>
</tr>
<tr>
<td>pet</td>
<td>bears</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List 5</th>
<th>List 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words that start with b-</strong></td>
<td><strong>Words that start with m-</strong></td>
</tr>
<tr>
<td>big</td>
<td>mat</td>
</tr>
<tr>
<td>bear</td>
<td>me</td>
</tr>
<tr>
<td>bat</td>
<td>mop</td>
</tr>
<tr>
<td>dog</td>
<td>man</td>
</tr>
<tr>
<td>boy</td>
<td>top</td>
</tr>
<tr>
<td>bag</td>
<td>map</td>
</tr>
</tbody>
</table>
ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Mrs. Rios tells the class, “Please take out your spelling homework, and after I check it, we will line up to go to the library.” Carlos was not paying attention when Mrs. Rios first started talking, and he only heard “we will line up to go to the library.” Carlos goes to the door to line up for the library, and his teammates are very frustrated.

How could Carlos’s teammates have helped Carlos remember to pay attention?

How could Carlos have used his active-listening skills to focus on the teacher?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Memory Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand the purpose of playing Memory Brain Games and learn strategies to improve memory for tasks in all subject areas.

ADVANCE PREPARATION

- Have the Train Your Brain! poster available.
- Have the Brain Game deck of cards available; pull out the Memory games.
- Have four colored chips for each set of partners (two of each color, e.g., two red and two blue) for Pattern Memory.
- Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

- Talk about the Memory Brain Games that the students have played, and think about whether they have seen improvement.
- Discuss times in school when the students use memory skills and the strategies that help them remember.
Teamwork

- Listen to a short paragraph, and remember the colors from the paragraph.
- Play Pattern Memory to practice memory skills.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review with the students that so far in the Brain Game Aim unit, they have talked about Stop and Think games and Focus games. Ask:

   **What is the last category of Brain Games that we haven’t talked about yet?**

   **Memory!**

   **Which Brain Games from the Memory category have we played so far?**

   Answers will vary. Possible answers include On My Pizza, I Like, Hot Potato Memory, What is Missing?, etc.

   **Do you think your memory skills have improved by playing these games?**

   Hopefully the students will say yes!

   Point to remember on the Train Your Brain! poster, and give the hand signal as you point to Chilly.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: What is an example of something you need to remember in reading class? How will you use a memory strategy to help you remember this?**

2. Talk with the students about times in school when they use their memory skills. Use Buddy Buzz to ask:

   **What are some things that you need to remember in school?**

   I need to remember facts from what I read (main character, setting, etc.); the numbers 1–20; school rules; math facts, etc.

   **What are some ways that you remember things?**

   Possible answers include: I write things down; I make a picture in my mind of what I need to remember; I repeat it over and over in my head; I use Think Alouds, etc.

   Use the chart paper from the earlier memory lesson. Remind the students about these steps for remembering something that they learned in unit 2:

   - Focus on, or pay attention to, what is being said or presented.
   - Check that you understand—ask questions to make sure.
   - Practice to remember. (Repeat it, visualize it, make a connection or association with another word, etc.)
Ask for a few students to share strategies or experiences that they have had when trying to remember something during reading or math class. Ask:

**Which strategy to practice and remember something do you think works the best for you? Explain why.**

Encourage the students to explain why they think this strategy works well for them.

### Teamwork

**5 minutes**

1. Tell the students that now they will practice these memory strategies. Highlight that the more they practice their Brain Game skills, the better they will be at using them in school. Explain:

- *I am going to read a short paragraph aloud.*
- *Listen carefully as I read, and remember all the colors that I say in the paragraph.*
- *Then you will try to remember the colors with help from your partner.*

Read the following paragraph aloud:

*A little blue ball bounced down the stairs of the old yellow house. A girl wearing a red shirt ran to pick up the ball. She went outside and kicked the ball through the tall green grass.*

Give the students one minute to work on remembering the colors with their partners. Use **Random Reporter** to ask a few students to tell you the four colors from the paragraph (blue, yellow, red, and green). Ask these students how they remembered the four colors. Explain that sometimes it helps to match what you have to remember with other things. For example, my shirt is blue, my pencil is yellow, my math book is red, and my folder is green. When the students look at these things, it may help them remember the colors.

**10 minutes**

2. Pass out four colored chips (two of each color, e.g., two red and two blue) to each set of partners to play Pattern Memory. Explain how the game is played if this is the students’ first time playing it. Remind the students to use a strategy to help them remember the pattern of chips. Encourage the students to use their focus skills to pay close attention to the pattern before their partner covers it up.

After allowing the partners to play Pattern Memory for about five minutes, debrief the activity by having the students talk about how they were able to remember the pattern of chips.

Have the students prepare to answer today’s **Big Q** and make sure all of their teammates are ready.
Reflection

**The Big Q:**
What is an example of something you need to remember in reading class? How will you use a memory strategy to help you remember this?

*Answers will vary. For example, I need to remember the setting of the story. I will make a picture of the setting in my mind to help me remember it.*

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Point out how the students can use their memory skills in math (e.g., for remembering a sequence of numbers, shapes, or basic math facts).
- Encourage the students to use their memory skills to recall key details from stories that they are reading (e.g., main characters, setting, major events).
Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.

- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Ms. Richards is awarding points this week to teams that follow three-part directions. The Big Brains all completed the first two steps, but Maya and Joe forgot to do the final step of putting their folders in the bin. Now their team missed out on getting points!

How could Maya and Joe have used a memory strategy to remember all the steps?

How could their teammates have helped them remember?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
30 minutes  Unit 4 | Lesson 6

Name that Brain Game skill!

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Have the students choose today’s Brain Game, and play it whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will summarize and review the three Brain Game skills (stop and think, focus, and remember) and identify which skills are used for specific activities at school.

ADVANCE PREPARATION

- Have the Train Your Brain! poster available.
- Have the Brain Game deck of cards available.
- Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the three Brain Game skills and the strategies that the students have identified to help with these skills.

Teamwork

- Name the Brain Game skill used in each school activity described by the teacher.
- Choose a Brain Game skill to work on, and play a game from that category.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: Which Brain Game skill do you think you have improved on the most? Explain why.**

2. Review and summarize what the students have learned in this unit about Brain Game skills. Point to the Train Your Brain! poster, and review the hand signal for each skill. Use **Buddy Buzz** to ask:

   **What are some times in school when you need to stop and think?**
   
   For example, when I feel the urge to interrupt, when I am getting tired of waiting for my turn, when I feel mad, etc.

   **What strategies do you use to help you stop and think?**
   
   Possible answers include: using Stop and Stay Cool, counting quietly in my head, taking deep breaths, etc.

   **What are some times in school when you really need to focus?**
   
   For example, when the teacher is explaining something or giving instructions, when my teammates are talking, when I am counting in math, etc.

   **What do you do to help yourself focus?**
   
   Possible answers include: I use my active-listening skills; I cover my ears to keep out other noises; I tell myself to stay focused over and over again in my head, etc.

   **What are some things that you had to remember in school last week?**
   
   For example, I had to remember to do my homework, I had to remember the main characters from the story I was reading, I had to remember the steps in the Peace Path, etc.

   **What are some strategies that you use to help you remember?**
   
   Possible answers include: I repeat what I want to remember over and over again in my head; I make a picture of what I want to remember in my mind; I make up a rhyme, etc.
Teamwork

1. Explain that you are going to do an activity to see if the students can name the Brain Game skill used for different activities in school. Tell the students that they will get a chance to earn points for their teams. Explain the following directions:

- I will describe a student doing an activity in school.
- Teams will have thirty seconds to huddle and decide which Brain Game skill is being used for the activity (stop and think, focus, or remember).
- When I call on your team, your team will show me the hand signal for the Brain Game skill being used.
- I will award 1 point for a correct answer.

Read each of the following one at a time, allow time for team discussion, and then randomly call on a team to show the hand signal for the Brain Game skill being used for the activity (answers are provided in brackets).

1. Bianca is taking deep breaths as she waits for her turn to share an answer with the talking stick. [Stop and think.]
2. Miranda repeats three important events over and over in her head from the chapter she just read. [Remember.]
3. Carmelo uses the active-listening posture and listens carefully as his partner reads a page from the story. [Focus.]
4. Patrick keeps his eyes on the teacher and pays close attention to the directions for making a mask. [Focus.]
5. Oki waits quietly for her turn on the computer even though she really wants to use it now! [Stop and think.]
6. Kevin makes a picture in his mind of the house number on his door so he will know his address. [Remember.]
7. Rosa draws a picture of a circle, a square, and a triangle so she can name the shapes in math. [Remember.]
8. Lee lets his teacher finish all the instructions before he raises his hand to ask a question. [Stop and think.]
9. Marcus watches closely as his partner counts the number of coins in math to see if they both get the same answer. [Focus.]

2. Praise the students for doing such a great job with the Brain Game skills in this unit. Have each team choose the Brain Game skill that they need to work on the most. Then have the team select a Brain Game from that category and play it with the time remaining in the lesson. Remind the students to use the strategies that they have identified to help with the skill.

Have the students do a brief team huddle to prepare to answer today’s Big Q.
Reflection

The Big Q:
Which Brain Game skill do you think you have improved on the most?
Explain why.

For example, I think I have improved the most in remembering. I have been practicing with my team and at home, and I remember things much better now.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Continue to encourage the use of Brain Game skills throughout the day in all classes.
- Acknowledge and praise the students for use of the Brain Game skills outside the classroom also (in the hallway, in the cafeteria, etc.).
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

When Mrs. Ramirez is telling the class the three steps to measuring their hands, Adriana is looking out the window and thinking about playing after school. Mrs. Ramirez asks Adriana to repeat the first step. Adriana isn’t able to answer because she wasn’t listening.

What skills does Adriana need to work on?
What strategies could Adriana use to help her pay attention?
What could you do to help if you were one of Adriana’s teammates?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus
In this seven-lesson unit, the students will learn strategies to get over hurdles that get in the way of learning together and being a strong team. Two hurdles in particular, excluding others and teasing, will be the focus of this unit. The students will revisit the team cooperation goals, everyone participates and help and encourage others, to build a positive classroom community. Through extensive practice and reinforcement of self-control strategies, the students will develop their empathy and interpersonal skills to avoid teasing and exclusion.

Unit Outcomes

Students will:
- understand the value of the community and of each member within it (his or her strengths and contributions) and how one’s actions affect the community;
- participate as active and successful members of a team and community;
- identify actions and exhibit behaviors that foster friendship and teamwork;
- effectively manage group situations (e.g., join interactions effectively, include others);
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas (e.g., when a student is excluded);
- identify actions that are hurtful and understand why they are inappropriate;
- take action to correct hurtful situations;
- help and encourage other team members and classmates;
- discuss appropriate and inappropriate responses to hurtful behaviors;
- understand ways to discourage hurtful behaviors in others;
- identify ways to help and encourage others to eliminate hurtful behaviors; and
- inhibit inappropriate automatic (reflexive) or dominant responses in favor of more appropriate behavior.
Books Used in Unit:

*Horace and Morris but Mostly Dolores* by James Howe

*Giraffes Can’t Dance* by Giles Andreae
Why is excluding others a hurdle?

**Getting Along Together Routines**

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

**Key Point of the Lesson:** Students will understand that a hurdle is something that gets in your way and identify hurdles that get in the way of being a good team, such as interrupting, not waiting, and excluding others.

**ADVANCE PREPARATION**

- Remember to change around your Getting Along Together teams about every eight weeks. (See the Getting Along Together 2nd Edition Teacher’s Guide for more information about organizing students into teams.) Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.

- Prepare the “What’s a hurdle?” page for whiteboard or overhead use.

- Have the Hurdles poster available to be displayed.

- Have a copy of *Horace and Morris but Mostly Dolores* by James Howe available. (You will need to number the pages.)

- Cut five wedges of the circle on the “We fit together!” page for each team, and clip them together to hand out during Teamwork.

- Copy the Parent Peek letter—one per student.

- Copy and cut the Home Connections tickets—one per student.
Why is excluding others a hurdle?

Agenda

Active Instruction

• Introduce the topic of the unit, and show the Hurdles poster.
• Review why interrupting and not waiting are hurdles to teamwork.
• Read *Horace and Morris but Mostly Dolores* to introduce the hurdle of excluding others.
• Talk about how it feels to be excluded and the team cooperation goal, everyone participates.

Teamwork

• The students do a project to show what it looks like when everyone participates.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the topic of the new unit, hurdles to teamwork. Discuss what a hurdle is as you show the transparency of the “What’s a hurdle?” page. Demonstrate jumping over a hurdle in front of the classroom by jumping over a small box or a book. Use Buddy Buzz to ask:

   **What is a hurdle?**

   Summarize that a hurdle is something that gets in your way and that you need to get past to reach your goal.

   **What do you think might be a hurdle to teamwork and being a super team?**

   *Allow the students to brainstorm a few responses. For example, not using active listening or not helping and encouraging one another.*

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: Why is everyone participates an important part of working and learning as a team?**

2. Put up the Hurdles poster with Betty and the hurdles. Explain that in the last unit, Brain Game Aim, the students talked about two things that can be a problem if you forget to stop and think. Give the Stop and Think Signal. Use Buddy Buzz to ask:

   **What are two things we talked about that can be a problem if you forget to stop and think?**

   *Interrupting and not waiting!*
Write “interrupting” and “not waiting” on the first two hurdles on the poster (use an erasable marker so poster can be used again). Remind the students how they learned to use Stop and Think strategies to keep from interrupting others and to wait their turn. Since they have learned to get past these two hurdles, they can move on to the third hurdle.

3. To introduce the next hurdle, read *Horace and Morris but Mostly Dolores*. Pause to ask some of the following questions as you read:

   - **Page 6:** What do Horace, Morris, and Dolores like to do together?
     - They like to go on adventures together.
   
   - **Pages 9 and 10:** What do Horace and Morris decide to do that Dolores couldn’t do?
     - They decide to go to the Mega-Mice clubhouse.
   
   - **Why couldn’t Dolores go with them to the Mega-Mice clubhouse?**
     - The sign says, “No girls allowed.”
   
   - **Pages 13 and 14:** Why do you think Dolores isn’t smiling when she steps through the door of the Cheese Puffs clubhouse?
     - She doesn’t like to do things without Horace and Morris.
   
   - **Pages 19 and 20:** Why does Dolores decide to quit her club?
     - She is bored, and the other girls don’t want to build forts or go exploring with her.
   
   - **Pages 25 and 26:** What happens when Dolores and her new friend Chloris go to the boys club to see who wants to go exploring?
     - Horace, Morris, and a new friend Boris want to go, so the five friends go exploring together.
   
   - After finishing the book: What does it say on the bottom of the sign for their new clubhouse?
     - “Everyone allowed.”

4. Debrief the story by talking about the feelings associated with being excluded. Use **Think-Pair-Share** to ask:

   - **Why does Dolores join the Cheese Puffs?**
     - Because her friends join the Mega-Mice, but only boys are allowed to join that club.
   
   - **How do you think Dolores feels when her two friends join the Mega-Mice but she is not able to join them?**
     - Accept reasonable responses. For example, she feels sad, disappointed, lonely, left out, etc.
Make a connection to the empathy unit. Explain that the students are being feelings detectives and thinking about how Dolores might have felt. Have the students think about a time when they may have had an experience similar to Dolores’s. Use Buddy Buzz to ask:

Have you ever had an experience similar to Dolores’s? What happened? How did it make you feel?

Encourage the students to share about a time when they were left out and how it felt.

Write “excluding others” on the third hurdle on the poster. Ask:

What do you think “excluding others” means?
It means to leave others out and not include them in what you are doing.

Why do you think excluding others would be a hurdle to teamwork?
If you exclude someone, he or she will feel hurt and sad and won’t want to participate in team activities. Part of working as a team is involving all members in what you are doing.

Remind the students that back in the friendship unit, they established a classroom rule that no one gets left out. Make the connection with the team cooperation goal, everyone participates. Explain that when the students make sure that everyone participates, it prevents anyone from getting left out. Remind the students that they need to have the participation of all team members to make sure everyone is learning.

**Teamwork**

Give each team five wedges from the “We fit together!” page to make a circle. Have each team member write his or her name on a wedge and what he or she contributes, or does well, for the team (for example, I’m a good listener, I draw well, I am good at coloring). If time allows, you could have each team member color the wedge with his or her favorite color.

After decorating the wedges, have the teams fit the pieces together to form one circle. For teams with only four members, have them write the team’s name on the fifth wedge to complete the circle. Summarize that each team member is needed to complete the circle; everyone participates!

Have the teams make sure that all members are prepared to answer today’s Big Q.
Reflection

The Big Q:

Why is everyone participates an important part of working and learning as a team?

If everyone participates, then we can help one another learn and grow. By keeping all team members involved and participating, we make sure that everyone is prepared to give responses during Random Reporter.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• Reinforce the concept of everyone participates throughout the day. Point out examples of the students going out of their way to include others.

• Look for the students using Stop and Think strategies to keep from interrupting and to wait their turn.
What’s a hurdle?

Why is excluding others a hurdle?
Hurdles on the Path to Teamwork

Why is excluding others a hurdle?
We fit together!
Dear First-Grade Parent or Family Member:

Has your child ever said that he or she feels left out? Have you ever felt excluded? Do you recall children teasing one another at school?

In our new unit, we tackle these topics as hurdles that get in the way of learning together. Two behaviors that get in the way of working together are excluding others and teasing. By practicing self-control strategies and developing empathy and interpersonal skills, the students will work on eliminating teasing and exclusion from their classroom.

You can help your child practice these skills in the following ways:

• Talk about ways to include others in games and activities.
• Share about a time when you were teased and how it felt.
• Make a list of helpful and encouraging words to post at home.

Sincerely,

Your First-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

Veronica, Jordan, Anna, and Leo are playing a game after lunch in the classroom. Tyler comes over and asks if he can play too. They tell him no because it would make the sides uneven. They like having two people on each side. Tyler sits by himself at his desk.

If you were Tyler, show and describe how you would feel.

If you were Veronica, Jordan, Anna, and Leo, what could you have done differently to make sure that Tyler is not left out?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Unit 5 | Lesson 2

Getting Over the Exclusion Hurdle

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will use “I” Messages to talk about the feelings associated with exclusion and will identify ways to make sure that everyone participates and that no one gets left out.

ADVANCE PREPARATION

☐ Make sure the Feelings Tree is displayed, and have Feelings Leaves available to add new feelings.
☐ Have a set of the Getting Along Together puppets for each team.
☐ Copy the Planning Sheet—one per team.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review the feelings associated with being excluded, and post any new feelings to the Feelings Tree.
• Discuss using “I” Messages to communicate feelings, and talk about ways to include someone who is being left out.
Teamwork

- Use the Getting Along Together puppets to role-play and practice ways to make sure that no one gets left out.
- Summarize what the students learned, and have them jump over the excluding-others hurdle.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Briefly review the book from the previous lesson, *Horace and Morris but Mostly Dolores*. Talk about the feelings associated with being excluded, or left out.

   **How does Dolores feel when she can’t join the club with her friends?**

   Dolores feels lonely, sad, and disappointed.

   Add any new feelings that the students come up with to the Feelings Tree. For example, on the sad branch, you may want to add disappointed or lonely. Continue to encourage the students to think of other feelings that people might feel when they are left out. For example, you might feel mad or frustrated if you are left out of an activity.

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: What can you do if you feel like you are being left out of any activity on your team?**

2. Discuss what to do if the students are feeling left out or if they see someone else being left out. Remind the students that they have talked about how it feels to be left out. Use Buddy Buzz to ask:

   **What is something that we use to communicate how we feel to others?**

   *We use an “I” Message!*

   **What is an example of an “I” Message that Dolores could have said to Horace and Morris when they joined the Mega-Mice clubhouse?**

   *For example, “I feel sad because you joined a club that I can’t join.”*

   Explain that another step to take to get over the excluding-others hurdle is to plan how to make sure that everyone participates. Encourage the students to plan their team activities in such a way that there is room for everyone to participate. Explain that it takes work and practice to make sure that no one gets left out.

   Use the Getting Along Together puppets to practice a scenario together as a class. Call on a four-member team to volunteer to role-play a scenario using the Getting Along Together puppets. Hand out a Dilly, a Betty, a Buster, and an Owlivia puppet to the four volunteers. Read the following scenario:
Dilly, Betty, Buster, and Owlima are on the Big Brains team in Mr. H’s class. The Big Brains are making a poster. Buster tells Owlima that she is not allowed to work on the poster because she acts like a know-it-all and tries to make all the decisions! Owlima frowns and reads a book while the rest of the team works on the poster.

- Have the student role-playing Owlima give an “I” Message (for example, “I feel sad because you won’t let me work on the poster”).
- Have the students role-playing Dilly, Betty, and Buster talk about how they might feel if they were the ones being left out.
- Ask the class what Dilly, Betty, and Buster could do to all work together and not exclude anyone. (Reference the Peace Path process.) For example, they could have Owlima work on the poster but have a rule that each person on the team gets to make one decision about what to put on the poster. They could use the talking stick to share ideas.
- Use Random Reporter to have each team share some of their ideas.

Point out that sometimes it helps to give each person a specific job in a project. For example, in the poster activity, maybe Dilly would do all the writing, Betty would draw the people, Buster would draw the trees, and Owlima would do the coloring. Summarize that two things to do when someone is left out are:

1. Say an “I” Message to communicate your feelings.
2. Work together to solve the problem by using the steps of the Peace Path to plan an activity in which everyone participates.

**Teamwork**

1. Give each team a set of the Getting Along Together puppets and a copy of the Planning Sheet. Have the 1s be Owlima, the 2s be Chilly, the 3s be Buster, and the 4s be Dilly. Explain that the teams will practice what to do in a situation in which someone is left out. Tell the students you are going to read a scenario involving the Getting Along Together friends. Remind the students to use their active-listening skills as you read aloud the following scenario:

Owlima, Chilly, and Buster are on the carpet playing a game with marbles. Dilly comes over to the carpet and watches his friends play. Dilly is hoping that his friends will ask him to join the game. Buster sees Dilly and turns his back so Dilly can no longer see the game.

After reading the scenario, have the teams complete these steps:

- Have the student role-playing Dilly give an “I” Message.
- Have the students role-playing Owlima, Chilly, and Buster think about a time when they had a feeling similar to Dilly’s.
- Have all team members work together to use the Planning Sheet to plan how to include Dilly in the game. (Point out that maybe Owlima and Chilly have to remind Buster about the team cooperation goal, everyone participates.)
2. Debrief the activity by using Random Reporter to have each team share how they will make sure that they do not exclude others in the classroom. Award 1 point to each team that shares a step they will take to make sure that no one gets left out and everyone participates!

Congratulate the students for making sure that everyone participates and for getting over the hurdle of excluding others. Put a small box or book on the floor, label it “Excluding Others,” and have the students jump over it to symbolize getting past this hurdle!

Have the students do a brief team huddle to prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**
What can you do if you feel like you are being left out of any activity on your team?

*I can use an “I” Message to let my teammates know how I feel. I can remind my teammates of the team cooperation goal, everyone participates, and suggest a way that I can join the activity.*

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Remind the students to use “I” Messages to communicate their feelings.
- Point out examples of teams organizing activities to make sure that everyone participates throughout the day.
- Have the students report how they included someone new at their table at lunch or on the playground for extra team points.
Planning Sheet

Owlivia will:

Buster will:

Dilly will:

Betty will:
Active Instruction Scenario

Dilly, Betty, Buster, and Owlivia are on the Big Brains team in Mr. H’s class. The Big Brains are making a poster. Buster tells Owlivia that she is not allowed to work on the poster because she acts like a know-it-all and tries to make all the decisions! Owlivia frowns and reads a book while the rest of the team works on the poster.
Teamwork Scenario

Owlivia, Chilly, and Buster are on the carpet playing a game with marbles. Dilly comes over to the carpet and watches his friends play. Dilly is hoping that his friends will ask him to join in the game. Buster sees Dilly and turns his back so Dilly can no longer see the game.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION
- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.
- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week's goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Aria, Marcus, and Nina are building a tower on Aria’s desk. Brett asks if he can help, but they say there isn’t enough room for him. Brett sits alone at his desk.

What is an “I” Message that Brett could use to communicate his feelings?
Can you suggest a way that all the team members could participate?

Part II: Celebrate
- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Unit 5 | Lesson 3

What is teasing?

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand the feelings associated with teasing and why teasing is a hurdle to teamwork. They will recognize how the team cooperation goal, help and encourage others, helps to replace teasing in the classroom.

Advance Preparation

- Have the Hurdles poster available.
- Make sure the Feelings Tree is still posted.
- Copy and cut the Home Connections tickets—one per student.

Agenda

**Active Instruction**

- Introduce the next hurdle, teasing, and discuss some examples of teasing.
- Talk about how it feels to be teased, refer to the Feelings Tree, and make a connection to the empathy unit.
- Discuss how the team cooperation goal, help and encourage others, is the opposite of teasing.
Teamwork

- Teams list helpful and encouraging words and phrases to use in the classroom.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Point to the Hurdles poster. Praise the students for learning strategies to get over the first three hurdles: interrupting, not waiting, and excluding others. Tell the students that today they are going to talk about another hurdle that gets in the way of teamwork and learning together. Write in “teasing” as the fourth hurdle. Use Buddy Buzz to ask:

   **What is teasing?**

   *Teasing is making fun of someone else. It can be mean and can hurt people’s feelings.*

   **Why do you think teasing might be a hurdle that gets in the way of a team working well together?**

   *Encourage the students to share their ideas. For example, if team members say mean things to one another, then it will be hard for them to work together.*

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q: What is an example of something helpful and encouraging that a teammate has said to you? How did it make you feel?**

2. Tell the students that you have some examples of teasing that have happened to our Getting Along Together friends. Share the following with the students:

   - Some kids called Owlivia bug-eyes and made funny faces and laughed when they did it. Every time they talked to her, instead of using her name, they called her bug-eyes.
   - A boy was walking around wobbly, copying the way Betty walks. He kept saying, “Guess who I am?”
   - A girl said to Dilly that he probably didn’t need a real house because he has a shell. She asked him in front of other kids how he kept all his furniture and toys in his house.

   Remind the students that during the empathy unit, they learned to think about how other people are feeling. They also learned to think about whether they ever had a similar experience and feeling. Use Buddy Buzz to ask:

   **How do you think Betty feels when the boy copies the way she walks?**

   *Betty probably feels sad, hurt, or embarrassed.*

   **Have you ever had an experience similar to Betty’s? How did it make you feel?**
Encourage the students to share their feelings with their partners if they feel comfortable doing so.

Point to the Feelings Tree and the “sad” branch. Have the students describe how they think Owlivia and Dilly feel when someone teases them. See if the students can think of any new words to add to the Feelings Tree, such as unhappy, upset, or embarrassed. Encourage the students to continue to build their feelings vocabulary. If the students continue to use the same words, such as sad or mad, suggest some other similar words they could use instead. Point out that although words such as sad and embarrassed are similar, their meanings are slightly different. Ask:

**How is embarrassed a little different from sad?**

*When you are embarrassed, you feel a sense of doubt about yourself, or you feel self-conscious.*

3. Remind the students how the team cooperation goal, everyone participates, helped them get over the hurdle of excluding others. Have the students look at the list of team cooperation goals and think about which one might help them get over the teasing hurdle. Ask:

**Which team cooperation goal do you think might help with teasing?**

*Help and encourage others.*

Point out that saying something helpful and encouraging is the opposite of teasing. Teasing hurts someone’s feelings, but helping and encouraging words make someone feel good and happy. Remind the students about the boy who teased Betty about the way she walks. Use **Buddy Buzz** to ask:

**What is an example of something you could say to Betty that would be helpful and encouraging?**

*Answers will vary. For example, I would tell Betty that she is the kindest bear I know and that I like the way she walks.*

### Teamwork

1. Tell the students that you are going to tell them about a teasing situation that could happen in your classroom. Read aloud the following:

   Imagine that a new student, Sheree, comes into our class. Sheree is very tall for her age. As I introduce Sheree to the class, somebody in front yells out, “She is as tall as a giraffe!” The rest of the class giggles. Sheree looks down at the ground, and her eyes fill with tears.

   Use **Buddy Buzz** to ask:

   **How do you think Sheree feels?**

   *She feels sad and embarrassed.*

   Have the students talk with their teammates about ways that they could help and encourage Sheree. Tell each team to identify at least three examples of helpful and encouraging words that they could say to Sheree.
2. Use Random Reporter to call on each team to share one example of how to help and encourage Sheree. Keep a list of helpful and encouraging words and phrases on the board or a chart to keep posted in the classroom. Ask:

   How do you think Sheree would feel if she were greeted with these helpful and encouraging words?
   
   She would feel happy and excited to join our classroom!

3. Optional: Repeat the activity with a second scenario.

   Lewis was playing baseball. Lewis was not a great batter, so he was nervous when he came up to bat. He swung at three balls and struck out. His teammates hooted and yelled. Everyone called him Loser Lewie for the rest of the day.

   How do you think Lewis feels?
   
   He feels sad and embarrassed.

   Have the students talk with their teammates about ways that they could help and encourage Lewis. Tell each team to identify at least three examples of helpful and encouraging words that they could say to Lewis. Use Random Reporter to call on each team to share one example of how to help and encourage Lewis. Keep a list of helpful and encouraging words and phrases on the board or a chart to keep posted in the classroom. Ask:

   How do you think Lewis would feel if he were greeted with these helpful and encouraging words?
   
   He would feel happier and encouraged to try again.

   Have the students do a brief team huddle to prepare to answer today’s Big Q.

**Reflection**

2. Use Random Reporter to call on each team to share one example of how to help and encourage Sheree. Keep a list of helpful and encouraging words and phrases on the board or a chart to keep posted in the classroom. Ask:

   How do you think Sheree would feel if she were greeted with these helpful and encouraging words?
   
   She would feel happy and excited to join our classroom!

3. Optional: Repeat the activity with a second scenario.

   Lewis was playing baseball. Lewis was not a great batter, so he was nervous when he came up to bat. He swung at three balls and struck out. His teammates hooted and yelled. Everyone called him Loser Lewie for the rest of the day.

   How do you think Lewis feels?
   
   He feels sad and embarrassed.

   Have the students talk with their teammates about ways that they could help and encourage Lewis. Tell each team to identify at least three examples of helpful and encouraging words that they could say to Lewis. Use Random Reporter to call on each team to share one example of how to help and encourage Lewis. Keep a list of helpful and encouraging words and phrases on the board or a chart to keep posted in the classroom. Ask:

   How do you think Lewis would feel if he were greeted with these helpful and encouraging words?
   
   He would feel happier and encouraged to try again.

   Have the students do a brief team huddle to prepare to answer today’s Big Q.

**The Big Q:**

What is an example of something helpful and encouraging that a teammate has said to you? How did it make you feel?

Accept supported responses. For example, my teammate told me that he thinks I’m doing a great job with reading. It made me feel proud, happy, and want to keep reading!
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Point out examples of teasing with characters in stories that the students are reading. Have the students think about how the characters could have avoided the teasing behavior.
- Point out examples of characters in stories or the students using helpful and encouraging words to support one another.
Teamwork Scenarios

Scenario 1

Imagine that a new student, Sheree, comes into our class. Sheree is very tall for her age. As I introduce Sheree to the class, somebody in front yells out, “She is as tall as a giraffe!” The rest of the class giggles. Sheree looks down at the ground, and her eyes fill with tears.

Scenario 2 (Optional)

Lewis was playing baseball. Lewis was not a great batter, so he was nervous when he came up to bat. He swung at three balls and struck out. His teammates hooted and yelled. Everyone called him Loser Lewie for the rest of the day.
ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

On the bus one morning, a third grader told Reesa that her backpack looked more like a lunch box. All the kids sitting around them started to laugh. Reesa sat quietly and looked out the window.

How do you think Reesa feels? Have you ever had a similar feeling or experience?

What is something helpful and encouraging that you could say to Reesa?

10 minutes

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
What do I do if I am teased?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will identify steps to take if someone is teasing them and practice using “I” Messages, Stop and Stay Cool, and conflict solvers in teasing situations.

Advance Preparation

☐ Have the Hurdles poster available.
☐ Have the Feelings Tree, the Peace Path, and a list of conflict solvers displayed or available.
☐ Have a set of Getting Along Together puppets for each team.
☐ Put the teasing scenarios on the whiteboard if it is available.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review the feelings associated with being teased and how to help and encourage others.
• Identify steps to take when being teased.
• Talk about how conflict solvers can help in teasing situations.
Teamwork

- Use the Getting Along Together puppets to role-play how to react in teasing situations.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review what the students learned in the previous lesson about how it feels to be teased. Use Buddy Buzz to ask:

   How does it feel to be teased? How did we think Owlivia, Betty, and Dilly felt when they were teased?

   Sad, hurt, embarrassed, or maybe even mad.

Remind the students about the list of helpful and encouraging words that they came up with for the classroom. Share an example of something helpful and encouraging that someone said to you recently. Highlight that helpful and encouraging words have the opposite effect of teasing—they make us feel proud and happy!

Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What is one thing you can do if you are being teased by someone?

2. Explain that there will be times that other people say things that are not helpful or encouraging. Ask the students to close their eyes and imagine the following:

   You are Chilly, and you are talking with some friends by a tree. Owlivia flies down and sits on one of the branches. She looks down at you and chants, “Chilly has a small head. Chilly has a small head.” Then Owlivia laughs and says to the other friends, “I guess it’s because he has such a small brain!”

   Ask:

   As Chilly, how do you feel?

   I feel hurt, and I may feel a little angry with Owlivia.

   What might you want to do next if you are Chilly?

   Allow the students to share their ideas. For example, I may want to yell at Owlivia, or I may start to cry.

Tell the students that you are going to talk about some steps to take if you are being teased like Chilly. Share the following ideas with the students (post on the board or a flow map):

- Ignore it once.
- Use Stop and Stay Cool if you are feeling very angry or hurt.
- Use an “I” Message to tell how you feel—say “Stop!”
- Be with friends who treat you nicely.
Use **Buddy Buzz** to ask:

**Which of these steps do you think Chilly should try first?**

*Accept supported answers. For example, I think he should try to ignore Owlivia's comments if it's the first time she has teased him.*

**What would be an “I” Message that Chilly could give if Owlivia continues to tease him?**

*For example, “I feel hurt because you told me that I have a small head and brain. Please stop saying these things!”*

**If Owlivia continues to tease Chilly, what should he do?**

*He should stay away from Owlivia and play with other friends who treat him nicely.*

3. Remind the students about the conflict solvers that they learned about in unit 1. Explain to the students that the conflict solvers help them solve problems with their classmates. Read aloud the list of conflict solvers (share, take turns, apologize, get help, and new idea). Ask:

**Which of these do you think Chilly could use for his teasing problem with Owlivia?**

*Chilly could use get help to ask an adult for help with his teasing situation. He could also try a new idea and decide to stay away from Owlivia.*

Encourage the students to offer other ideas for ways to solve the problem. Briefly talk about the difference between mean and playful teasing. A friend may joke or gently tease you, and you can laugh it off if it doesn't hurt your feelings. This kind of teasing is not something to tell the teacher about because it’s not a serious problem. The teasing described in the scenario is different—it's mean teasing. Mean teasing hurts people's feelings, which is why it's a hurdle to learning together in the classroom. Explain that the focus of the next few lessons is how to put a stop to mean teasing.

**Teamwork**

1. Hand out a set of Getting Along Together puppets to each team. Assign each team member to a puppet. Read the following scenario aloud to the students:

**Betty, Buster, Dilly, and Chilly are all on the same team for reading. Buster has the talking stick and is sharing a summary of what they read today. Chilly laughs as Buster is talking and says, “Buster, you say the letter s funny! You sound like a snake!” Chilly starts pointing at Buster and hissing like a snake. Betty and Dilly laugh too!**
Have the teams talk for a minute about the different ways that Buster could respond to the teasing. Remind the students to think about how Buster is probably feeling. Have the student role-playing Buster demonstrate how he will respond to the teasing, for example, ignore it once, use an “I” Message to tell Chilly how he feels, or be with friends who treat him nicely, or—if it continues after these strategies—get help from an adult.

2. **Use Random Reporter** to have each team share one thing to do if you are being teased. Encourage the students to share any new ideas that their teams may have thought of as they discussed the scenario. Summarize:

   You can’t control what others do and say, but you can control what you do!

   Have the students make sure that all team members are prepared to answer today’s Big Q.

**Reflection**

<table>
<thead>
<tr>
<th>5 minutes</th>
</tr>
</thead>
</table>

**The Big Q:**

What is one thing you can do if you are being teased by someone?

Accept reasonable responses. For example, I can ignore it if it only happens once. I can use Stop and Stay Cool if I’m feeling very angry or sad. I can use an “I” Message to share how I feel and ask the teaser to stop. If it doesn’t stop, I can get help from an adult. I can choose to be with friends who treat me nicely.

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Point out examples of teasing in stories that you are reading. Have the students identify steps that the characters can take to stop the teasing.

- Reinforce examples of the students using helpful and encouraging words with one another.
You are Chilly, and you are talking with some friends by a tree. Owlivia flies down and sits on one of the branches. She looks down at you and chants, “Chilly has a small head. Chilly has a small head.” Then Owlivia laughs and says to the other friends, “I guess it’s because he has such a small brain!”
Teamwork Scenario

Betty, Buster, Dilly, and Chilly are all on the same team for reading. Buster has the talking stick and is sharing a summary of what they read today. Chilly laughs as Buster is talking and says, “Buster, you say the letter s funny! You sound like a snake!” Chilly starts pointing at Buster and hissing like a snake. Betty and Dilly laugh too!
UNIT 5 | LESSON 4

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

PART I: REVIEW THE WEEK. SET A GOAL.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week's goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

Juliana is embarrassed because one of the boys said her new haircut made her look like a boy.

How do you think Juliana feels? What should she do next?

What other steps can you take when someone is teasing you?

PART II: CELEBRATE

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
30 minutes  Unit 5 | Lesson 5

If you see it, stop it!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand that we all need to work together to put an end to teasing, so we will identify and practice steps to take if we see someone else being teased.

ADVANCE PREPARATION

☐ Have the Feelings Tree displayed or available.
☐ Have a set of Getting Along Together puppets available for each team.
☐ Copy and cut the Home Connections tickets—one per student.
☐ Prepare teasing scenarios for whiteboard or overhead use.

Agenda

Active Instruction

• Review the strategies to deal with teasing from the previous lesson.
• Discuss what to do if you see someone else being teased.
• Reinforce the connection with empathy skills.

Teamwork

• Use the Getting Along Together puppets to role-play how to react when you witness teasing.
• Summarize how to stop teasing, and allow the students to share any new suggestions.
Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Briefly review the strategies discussed in the previous lesson about what to do if you are being teased. Use Buddy Buzz to ask:

   What are some of the things we talked about that you can do if you are being teased?

   *Accept reasonable responses. For example, ignore it if it happens only once, use Stop and Stay Cool to calm down, use an ‘I’ Message and tell the teaser to stop, be with friends who treat you nicely, or ask an adult for help if it doesn’t stop.*

   Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q:** What is one thing you can do if you see someone else being teased?

2. Explain that today the students will learn what to do if they see someone else being teased. Remind the students about the scenario from lesson 4 in which Chilly teases Buster for the way he pronounces the letter s. Read aloud the following:

   Betty, Buster, Dilly, and Chilly are all on the same team for reading. Buster has the talking stick and is sharing a summary of what they read today. Chilly laughs as Buster is talking and says, “Buster, you say the letter s funny! You sound like a snake!” Chilly starts pointing at Buster and hissing like a snake. Betty and Dilly laugh too!

   Point out that Betty and Dilly laugh when Chilly teases Buster. Use Buddy Buzz to ask:

   How do you think Buster feels when Betty and Dilly laugh?

   *Sad and lonely.*

   How do you think Chilly feels when he hears Betty and Dilly laughing?

   *Chilly probably feels that what he said was funny and that his teammates think it’s OK to tease.*

   Talk about the fact that by laughing, Betty and Dilly are encouraging Chilly to keep teasing; they are participating in the problem. Chilly will think that his teammates think it’s funny and OK to tease. Say:

   **To put a stop to mean teasing in our classroom and to help and encourage one another, we will take these steps when we see teasing happening:**

   *Do not encourage the teaser—don’t laugh!*

   *Tell the teaser to stop!*

   *Offer encouraging words or support to the person being teased.*

   *If it doesn’t stop, report the teasing to an adult—get help!*
Call on two volunteer students to role-play being Betty and Dilly and show how to use these steps to help Buster. For example, Betty could say, “Chilly, stop teasing Buster; it’s not funny!” Dilly could say, “Buster, I like the way you talk!” Betty and Dilly could ask an adult for help if Chilly continues to tease his teammates.

3. Explain that sometimes when the students witness someone else being teased, it may be difficult to step up and say or do something. Ask:

**Why is it sometimes hard to speak up if you see teasing happening?**

*For example, you may be scared that if you say something, then the teaser might start to tease you. Or you may think it would be easier to stay out of it.*

Remind the students of the empathy skills that they learned in unit 3:

- **How would you feel if you were the one being teased?**
- **Would you want someone to help you?**
- **How would it feel if someone said something helpful and encouraging to you?**

Encourage the students that it may not always be easy, but if they work together, they can put a stop to teasing in the classroom. Teach the students the phrase “If you see it, stop it!”

**Teamwork**

1. The students will use the Getting Along Together puppets to practice how to react when they see teasing happening. Hand out a set of puppets to each team, and assign each team member numbers to role-play one of the puppets. For example, have the:

- 1s be Dilly the armadillo,
- 2s be Owlivia the owl,
- 3s be Betty the bear,
- 4s be Buster the beaver, and
- 5s be Chilly the penguin.

Read the following scenario aloud:

**The Getting Along Together friends are all running in a race. Chilly can’t run very fast because of his short legs, and he comes in last place. Owlivia chants as Chilly crosses the finish line, “Ha, ha, ha, Chilly came in last! Chilly came in last!”**

- Have the students role-playing Dilly, Betty, and Buster show what they would do to help Chilly. (*Hopefully the students will remember not to laugh, to tell Owlivia to stop, or to say something helpful and encouraging to Chilly.*)
- Have the student role-playing Chilly use an “I” Message to tell Owlivia how he feels.
- Have the student role-playing Owlivia apologize to Chilly.

2. Summarize what the students will do when they see teasing happening at school.
• Do not encourage the teaser—don’t laugh!
• Tell the teaser to stop!
• Offer encouraging words or support to the person being teased.
• If it doesn’t stop, report the teasing to an adult—get help!

Ask the students if they have any other ideas for ways to stop teasing from happening in their classroom. For example, the students could use the Stop and Think Signal to remind one another not to tease. Remind the students of the phrase “If you see it, stop it!”

Have the students make sure that all team members are prepared for today’s Big Q.

**Reflection**

**The Big Q:**

**What is one thing you can do if you see someone else being teased?**

Accept appropriate responses. For example, I can tell the teaser to stop and say something encouraging to the person who was teased. If I see it, I will stop it!

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

• Continue to encourage the students to use strategies to eliminate teasing throughout the day.
• Point out examples of appropriate responses to teasing in stories that the students are reading.
• Read a story that involves teasing, such as *The Recess Queen* by Alexis O’Neill.
Teamwork Scenario

The Getting Along Together friends are all running in a race. Chilly can’t run very fast because of his short legs, and he comes in last place. Owlivia chants as Chilly crosses the finish line, “Ha, ha, ha, Chilly came in last! Chilly came in last!”
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

  Ms. Ruiz’s class is waiting in line to check out books in the library. Ken tells Nico that he always picks out baby books. Nico looks at the floor and hides his books under his arm.

  Pretend that you are another student standing in line. What would you do?

  If you were Nico, what would you do? How would you feel?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Jump over the teasing hurdle!

**Getting Along Together Routines**

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

**Key Point of the Lesson:** Students will discuss the importance of using Stop and Think before they say something and will summarize the strategies to use to prevent teasing from becoming a hurdle in their classroom!

**ADVANCE PREPARATION**

- Have the Train Your Brain! poster available.
- Have a copy of *Giraffes Can’t Dance* by Giles Andreae available. (You will need to number the pages.)
- Have blank pieces of paper available for each student to complete the “I can…” activity.
- Copy and cut the Home Connections tickets—one per student.

**Agenda**

**Active Instruction**

- Read pages 1–13 in *Giraffes Can’t Dance*.
- Discuss the importance of using Stop and Think before you say something.
- Do a circle exercise to show the power of encouraging words.

**Teamwork**

- The students make an “I can…” book to illustrate the power of positive thinking.
- Have the students jump over the teasing hurdle.
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: How does using Stop and Think help to stop teasing?

Have the students think about the strategies that they have been talking about for stopping teasing in the classroom. Tell the students that you are going to read them a story about a giraffe that has a problem with teasing. Tell the students to listen for ways the characters could have used some of these strategies to stop the teasing while you read.

Read pages 1–13 of *Giraffes Can’t Dance* aloud. Pause as you read to ask some of the following questions:

   - Page 3: What happens when Gerald tries to run?
     - When he runs, his knees buckle, and he falls.
   - Page 5: Why does Gerald feel sad about the arrival of the day of the big Jungle Dance?
     - Gerald feels sad because he is bad at dancing, and he probably feels nervous.
   - Page 11: What do the other animals say when Gerald goes out onto the dance floor?
     - They say that he is clumsy and a silly fool!
   - Page 13: How does Gerald feel as he leaves the dance floor and starts walking home? Why?
     - Gerald feels sad and lonely because he feels like he can’t dance like the other animals.

Tell the students that you will finish reading the story in the next lesson. Ask:

   What do you think might happen next in the story?

   Allow the students to offer predictions.

2. Debrief the story by talking more about Gerald and his teasing situation. Point to the Train Your Brain! poster, and give the Stop and Think Signal. Use Buddy Buzz to ask:

   How could the animals have used Stop and Think?

   The animals could have used Stop and Think to keep themselves from saying something hurtful to Gerald.
How could the animals have used empathy skills?

The animals could have thought about how Gerald was feeling. They could have thought about a time that they felt nervous and then said something kind to Gerald.

Emphasize the importance of using Stop and Think in teasing situations. Explain to the students that if they feel like they are about to tease someone else, they need to stop and think. Tell the students that when they are about to say something, they should stop and think about the following questions:

- How will what I’m about to say make the other person feel?
- Is it something that I would want someone to say to me?
- Is it something that could cause a conflict?

Have the students practice giving the Stop and Think Signal. Remind them to stop and think before they speak. Explain:

Once you say the words, you can’t take them back. You can apologize, but it won’t erase what you said. If it’s not kind, then rewind!

3. Gather the students in a large circle. Choose one volunteer to go into the center of the circle and role-play being Gerald the giraffe. Explain:

Imagine that we are all animals from the story Giraffes Can’t Dance who have gathered for the Jungle Dance. Do you remember how Gerald felt when he went onto the dance floor? Let’s give the Stop and Think Signal and each think of something kind and encouraging to say to Gerald.

Call on one student at a time to share something kind and encouraging to say to Gerald such as “You can do it, Gerald!” or “You look great out there, Gerald!” After having about four or five students share encouraging comments to Gerald, ask:

How does it feel to hear these encouraging words?

It feels good and makes me feel more confident.

Bring up the point that the students can say encouraging words to themselves too. This is sometimes called self-talk. When the students feel nervous or like they can’t do something, remind them to use positive thinking and tell themselves encouraging words in their heads. For example, with Gerald, have the students imagine how his experience may have been different if he had used self-talk. He could have said in his head, “You can do it. You can dance just like everyone else.” Summarize:

Be kind to yourself and others!

Teamwork

1. Hand out a plain piece of paper to each student. Tell the students to think about something that they do well. Have each student write “I can…” at the top of the piece of paper.

Have the students talk with their partners and decide how they want to complete the sentence. For example, I can skateboard, I can sing, I can jump on one foot, or I can play the drums.
After the students write their statements at the top of the page, they can draw a picture to go with it. After each student has completed an “I can…” page, collect the papers to make a booklet for the class. The book will showcase that the students have many different talents and interests. Use the “I can…” statements to encourage the students to think positively and to believe in themselves.

2. Praise the students for learning to use helpful and encouraging words and for getting over the hurdle of teasing. Review some of the following strategies that the students can use to deal with teasing situations:

- Ignore it if it only happens once.
- Use an “I” Message to communicate your feelings, and say, “Stop.”
- Ask an adult for help.
- Be with friends who treat you nicely.
- If you see it, stop it!

To symbolize getting over the teasing hurdle, have the students jump over a small box or big book in the front of the room. Praise the students for doing such a great job and for helping and encouraging one another!

Have the students do a brief team huddle to prepare to answer today’s Big Q.

**Reflection**

**The Big Q:**

How does using Stop and Think help to stop teasing?

*If the students remember to stop and think, they can think about what they are going to say before they say it. They can think about how what they say will make another person feel. If what they are going to say isn’t kind, then they can rewind and not say it!*

**Home Connections**

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

**Extend and Connect**

- Talk about the different types of dances mentioned in *Giraffes Can’t Dance*. Play various types of music, and talk about traditional dances.
- Remind the students to use positive thinking and self-talk throughout the day.
ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Lauren is very mad because Kevin teased her about her new haircut. Lauren feels her anger rising on the Feelings Thermometer. Lauren feels the urge to tease Kevin and get him back.

What should Lauren do to calm down?
What should Lauren do to keep herself from teasing Kevin?
What could happen if Lauren tries to get Kevin back by teasing him?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
Unit 5 | Lesson 7

The Cool Rule: Treat others as you want to be treated!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn the Cool Rule for the classroom, which is that they will treat others the way they want to be treated.

ADVANCE PREPARATION

- Have the Hurdles poster available.
- Have Giraffes Can’t Dance by Giles Andreae available.
- Copy the Design a T-shirt page—one per student.
- Have crayons or markers available for the T-shirt activity.
- Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

- Read pages 14–28 in Giraffes Can’t Dance, and talk about how the cricket helped Gerald.
- Review all the hurdles, and introduce the Cool Rule.
The Cool Rule: Treat others as you want to be treated!

Teamwork
- Design a T-shirt about treating others the way you want to be treated.
- Summarize the concepts learned in this unit.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present the Big Q so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: Which of the hurdles do you think our class needs to continue to work on the most? Why?

Remind the students about the first half of *Giraffes Can’t Dance* that you read in the previous lesson. Talk about what happened when Gerald went to the big Jungle Dance. Remind the students that he left the dance feeling very sad and lonely.

Read the second half, pages 14–28, of *Giraffes Can’t Dance* aloud. Pause as you read to ask some of the following questions:

   Page 17: What is the cricket’s advice to Gerald?
   
   *He explains that sometimes “when you’re different you just need a different song.” He suggests that Gerald listen to the music of nature in the grass, trees, and moon.*

   Pages 18–20: What happens when the cricket plays his violin?
   
   *Gerald’s hooves start shuffling, his neck begins to sway, his tail is swishing around, and he even does a somersault up into the air.*

   Page 23: How does Gerald feel when he starts dancing?
   
   *Gerald feels wonderful—I think he feels proud.*

   Pages 24–26: How do you think the animals feel as they watch Gerald dance?
   
   *I think they are amazed at how well Gerald can dance. I bet they also feel bad that they teased him earlier.*

   How does the cricket help Gerald?
   
   *The cricket helps Gerald realize that it’s OK to be different. The cricket gives Gerald the encouragement and confidence he needs to try dancing again.*

   How does Gerald feel the second time he dances in front of the other animals?
   
   *The second time he dances, Gerald feels confident and believes that he can dance.*
Highlight the message of the story—with a little encouragement, we can all do unexpected things.

2. Put up the Hurdles poster. Review and celebrate all the hurdles that the students have learned to jump over. Point out the back of Betty’s shirt, and read aloud what it says:

“We treat others the way we want to be treated!”

Use Buddy Buzz to ask:

What do you think it means to treat others the way we want to be treated?

Accept reasonable responses. For example, it means that if you want people to treat you nicely and with respect, then you need to treat others that way.

Explain that they will call this the Cool Rule. It’s a cool rule because if everyone uses it, it really works! Ask:

How would the Cool Rule help us with the hurdles of interrupting, excluding, or teasing?

It helps because if you don’t want someone to tease you, then you won’t tease them. And if you don’t interrupt or exclude others, then they will be less likely to interrupt or exclude you.

Summarize that if they all follow the Cool Rule, the classroom will be a cooperative, encouraging place to learn!

**Teamwork**

1. Tell the students that they will design their own pretend T-shirts similar to Betty’s. Hand out a Design a T-shirt! page to each student. Have the students use Buddy Buzz with their partners to talk about what they want to say on their T-shirts. The T-shirt can be about the Cool Rule or another idea that they learned about in this unit. For example, the T-shirt could highlight the concepts of stop and think, ignore it the first time, or everyone participates. Tell the students that they can also add a design or logo on the shirts. For example, the students may want to draw a picture of Chilly and write, “Stop and think—be cool!”

2. Summarize the main concepts taught in the unit. Remind the students that the two main hurdles you talked about were excluding others and teasing; remind them that interrupting and not waiting are also hurdles. Have the students talk for 1 minute with their partners and list two or three things that they learned in this unit about getting over the hurdles.

Have the students do a brief team huddle to prepare to answer today’s Big Q.

If time permits, allow a few students to share their T-shirt designs with the class.
Reflection

The Big Q:
Which of the hurdles do you think our class needs to continue to work on the most? Why?

Accept supported responses. For example, I think our class needs to work more on not interrupting because our teacher has to ask us not to interrupt several times during a lesson.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• Point out hurdles for characters in stories and how they are able to get past these hurdles.
• Reinforce use of the Cool Rule throughout the day.
Design a T-shirt!
ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week's goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Imagine that you are talking with a friend who goes to another school. She says that the students in her class interrupt one another. She also says that she feels left out of activities many times.

How do you think the Cool Rule could help her class?

What are some things you could tell her to try to make things better?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus
The purpose of this four-lesson unit is to emphasize the importance of learning to stop and think through difficult or confusing situations rather than to act impulsively or with limited or inaccurate information. The four lessons build on the previous concepts and strategies that help the students internalize and master response inhibition, one of the three fundamental cognitive-regulation skills taught throughout the GAT curriculum. The students will learn that certain situations are not immediately clear or easy to read; therefore, it is imperative that the students take the time to think through a situation. For example, an incident or action may appear to have been done on purpose when, in fact, it happened by accident. Similarly, something that at first seems unfair may really be fair.

The students will learn that in a situation in which their feelings are not clear, they need to “Stop in your tracks, and get the facts!” Finally, the students will learn that in a decision-making situation, they need to stop and think about different choices that they could make and predict the consequences of those choices.

Unit Outcomes
Students will:
- utilize a variety of self-control techniques for challenging interpersonal situations;
- identify the motivations and intentions of others, in particular whether others’ actions are accidental or purposeful;
- understand and recognize fairness and unfairness;
- manage/cope with unfair situations (or situations they perceive to be unfair);
- identify basic and complex emotions and understand situations that cause these emotions;
- understand appropriate and inappropriate expressions of emotion and develop a filter for inappropriate expressions;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas; and
- formulate a simple plan of future action.
Books Used in Unit:

* A *Letter to Amy* by Ezra Jack Keats
* *Fireflies!* by Julie Brinckloe
You did that on purpose!

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Play a Stop and Think Brain Game whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will learn to stop and think and get the facts by asking a question to figure out whether something was done on purpose or by accident.

ADVANCE PREPARATION

- Have a copy of *A Letter to Amy* by Ezra Jack Keats available. **Note:** You will need to number the pages.
- Write the phrase “Stop in your tracks, and get the facts!” on the whiteboard, a sentence strip, or somewhere it will be visible during the lesson.
- Sign and copy the Parent Peek letter—one per student.
- Copy and cut the Home Connections tickets—one per student.

Agenda

**Active Instruction**

- Read *A Letter to Amy* to introduce the difference between something happening by accident and something happening on purpose.
- Introduce the phrase “Stop in your tracks, and get the facts!” to discuss how asking one simple question can help to determine whether something was by accident or on purpose.
- Explain that if you do something by accident, it’s helpful to apologize right away.
Teamwork

- Tell the students a short story about a classroom situation that could either be on purpose or by accident, and then have the students identify questions they could ask to get the facts.
- Do a team huddle to summarize what the students learned and to prepare for the Big Q.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Read aloud the Big Q for this lesson so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What should you do before you say, “You did that on purpose!” to someone?

2. Read A Letter to Amy to introduce the topic of doing something by accident versus doing it on purpose. As you read, pause to ask the following questions:

   Page 7: What do you think Peter is feeling when he says, “What will the boys say when they see a girl at my party?”

   Peter is probably a little nervous that some of the boys might tease him about having a girl at his party.

   Page 13: Why doesn’t Peter want Amy to see the letter?

   Peter wants it to be a surprise when she gets it in the mail.

   Page 15: By looking at Amy’s face, how do you think she is feeling after Peter bumps into her?

   Amy looks mad.

   Page 17: How does Amy react to Peter bumping into her?

   She runs away crying.

After finishing the story, highlight the accident that occurred in the story, and talk about how the characters could have handled the situation differently.

What happens when Peter and Amy are both trying to catch the letter?

Peter bumps into Amy, and she falls.

Does Peter knock Amy over by accident or on purpose?

It is an accident. He is trying to get the letter before she sees it.
Have two student volunteers role-play being Peter and Amy. Ask:

If you were Peter, what could you have said immediately after you bumped into Amy?

I could have said, “Sorry, I didn’t mean to bump into you. I don’t want you to see the letter because it’s a surprise.”

If you were Amy, what could you have done to find out more about why Peter bumped into you?

I could have asked him a question. For example, I could have said, “Peter, why are you in such a rush? Do you know that you knocked me over?”

3. Introduce the phrase “Stop in your tracks, and get the facts!” by showing it on the whiteboard or posting it in the classroom. Give the Stop and Think Signal, and tell the students that before they blame someone for doing something on purpose, you want them to “Stop in their tracks, and get the facts!” Ask:

What is the difference between doing something by accident and doing it on purpose? Can you give an example?

When you do something on purpose, you mean to do it. When you do something by accident, you don’t plan it, and you don’t mean to do it.

Optional: If students need assistance with the concept of by accident or on purpose, put a plastic cup on a desk, walk by, and bump into the desk accidentally to make the cup fall on the floor. Ask the class if this was an accident or done on purpose. An accident. Ask the class why they think it was an accident. You didn’t mean to do it.

Pick up the cup, and drop it on the floor on purpose. Again ask the class if it was an accident or on purpose. On purpose. Ask the class why they think it was done on purpose. You meant to do it.

How can you get the facts and find out whether something was on purpose or by accident?

You can use an “I” Message to express your feelings and ask the person if it was an accident. You can stop and think about why it may have happened.

The point you are trying to make with the students is that you want them to stop and think before they accuse or blame someone for doing something on purpose, since it might be an accident.

Mention to the students that accidents happen all the time. You may bump into someone, knock something off a teammate’s desk, step on someone’s foot, or use someone else’s pencil by accident. Ask:

If you do something by accident, such as bump into someone or knock something off a desk, what is a conflict solver that you could use right away?

Apologize!
Explain that if you apologize right away, then the person knows—without even asking a question—that it was an accident. Tell the students that they will get a chance to practice what to do when something happens by accident or on purpose during teamwork.

**Teamwork**

1. Tell the students that you are going to describe a list of things that might happen in the classroom. As you read each one, have the students quickly discuss and decide with a partner whether it was an accident or done on purpose. Have each partnership give a thumbs up if it was an accident and a thumbs down if it was on purpose. Continue to give the Stop and Think Signal to remind the students to stop first to find out what happened.

   - Your partner picks up your book and throws it on the floor.
   - Your partner bumps into your desk, and your book falls to the floor.

   **In this situation, if you saw your book on the floor, how could you find out whether your partner did it on purpose or by accident?**

   *I could stop in my tracks and get the facts! I can ask a question such as, “Why is my book on the floor?” or “What happened to my book?”*

   **What should you do if you find out that your partner did it on purpose?**

   *I should stop and stay cool, give an “I” Message, and maybe use the Peace Path to settle our conflict.*

   - You are swinging your arm in a circle, and you happen to hit your partner’s arm.
   - You are mad at your partner, and you smack his arm.

   **In this situation, if I am your partner, what should I do? How can I find out whether you did it on purpose or by accident?**

   *You can stop in your tracks and get the facts! You can ask me what happened and why I hit your arm.*

   **What should I do if you tell me that you hit me on purpose?**

   *You should stop and stay cool to remain calm and use the Peace Path to settle our conflict.*

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter.

**Reflection**

**The Big Q:**

What should you do before you say, “You did that on purpose!” to someone?

*I should stop in my tracks and get the facts by asking a question to figure out whether it was on purpose or an accident.*
Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- As an extension to A Letter to Amy, have a writing lesson about sending an invitation and the information to include on an invitation.
- Plan situations in other classes throughout the day in which you do something by accident, and see if the students remember to stop in their tracks and get the facts!
- Whenever a student comes up to you and accuses someone else of doing something on purpose, say, “Stop in your tracks, and get the facts!”
Dear First-Grade Parent or Family Member:

“That’s not fair! You did that on purpose!” Do these statements sound familiar?

In our new unit, we will talk about situations that—at first glance—may seem unfair or done on purpose. But when we gather more information about the situation, we realize that we jumped to a conclusion before knowing all the facts. The students will learn that in a situation in which their feelings are not clear, they need to “Stop in your tracks, and get the facts!” The students will practice stopping and thinking about different choices they could make and predicting the consequences of those choices.

You can help your child practice these skills in the following ways:

- Talk with your child about some examples of things that you both have done either by accident or on purpose.
- Discuss what your child can do if he or she is feeling frustrated because he or she thinks something is unfair.
- Discuss thinking through what might happen next when making choices.

Sincerely,

Your First-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Juanita is reaching for a paintbrush and knocks over the cup of water. The water spills all over Raul’s picture. Raul is feeling very angry.

What should Raul do?
What should Juanita do?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Celebrate the return of the Home Connections tickets.
30 minutes  Unit 6 | Lesson 2

That’s not fair!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand the need to stop and think about a situation that may seem unfair and how to appropriately respond in fair or unfair situations.

ADVANCE PREPARATION

☐ Make sure the Feelings Tree is still posted.
☐ Have a set of the Getting Along Together puppets available for each team.
☐ Prepare Active Instruction and Teamwork scenarios for whiteboard or overhead use.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Present the Big Q for today’s lesson.
• Review the concept of stopping in your tracks and getting the facts.
• Talk about the need to stop and think when you feel that something might be unfair.

Teamwork

• Practice thinking through what to do when a situation seems unfair.
• Summarize a few strategies to use when you think something is unfair (prepare for the Big Q).
Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Read aloud the Big Q for this lesson so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   **Big Q:** What should you do before you say, “It’s not fair!”?

2. Review the phrase “Stop in your tracks, and get the facts.” Remind the students that in lesson 1, they talked about getting the facts in a situation to determine whether something was done by accident or on purpose. Explain that today you are going to talk about another type of situation in which it’s important to stop in your tracks and get the facts. Tell the students (using your whiniest voice) that something you have heard many times in the classroom is:

   “It’s not fair!”

   Talk about a few examples of things that the students complain are not fair. For example:
   - Giving points to one team and not another
   - Calling on another student to respond
   - Choosing another student to be the Cool Kid or the line leader
   - “I was being quieter, but you let him go first!”

3. Discuss how the students can react in a situation that they think is unfair. Talk through the following example:

   Chilly is sitting quietly at the end of the day so his team will get chosen to line up first to go home. His teammates Betty and Dilly are sitting quietly too. Buster is on their team, and he is squirming in his chair and singing loudly. The teacher picks another team to line up first! Chilly is very frustrated!

   Use Buddy Buzz to ask:

   **How do you think Chilly is feeling?**

   Frustrated, mad, etc.

   Add frustrated to the Feelings Tree if it’s not already there. Talk about examples of other words that could describe how Chilly, Betty, and Dilly are feeling (e.g., angry, upset, disappointed).

   **Why do you think Chilly might say, “It’s not fair!” to his teacher?**

   Chilly might say, “It’s not fair!” because the rest of the team was being quiet, and Buster ruined it for the entire team.
What can Chilly do if he’s feeling really angry?

*Chilly can use Stop and Stay Cool to calm down.*

What could Chilly say to Buster?

*Chilly could use an “I” Message to tell Buster, “I feel frustrated when you make noise and our team doesn’t get to line up first.”*

Talk through the need to stay calm when you are feeling frustrated.

- Remind the students to use the Stop and Stay Cool Steps.
- Remind the students to use their words, not their hands, when they want to let a classmate know that they are frustrated—use an “I” Message!

Briefly discuss that the students will sometimes realize that a situation that seems unfair at first may not be. For example, once Chilly calms down and gives an “I” Message to Buster, he will realize that his teacher is being fair. The teacher didn’t call on Chilly’s team because the entire team wasn’t being quiet. The rule is the entire team has to be sitting quietly. However, you could say that Buster wasn’t being fair to his teammates by being noisy. Give the Stop and Think Signal, and remind the students to:

**Stop in your tracks, and get the facts!**

Teamwork

1. Tell the students that they will work with partners to practice how to react in a situation that seems unfair. Have the Peanut Butters take on the role of Owlivia and the Jellys take on the role of Dilly. Read the following scenario aloud:

   **It’s time to choose this week’s Cool Kid. Owlivia really hopes that her name is picked. She has been waiting so long to be the Cool Kid! The teacher reaches in and pulls out the stick with Dilly’s name on it. Owlivia is frustrated and wants to yell out, “It’s not fair!”**

Tell the students to act out what Owlivia should do. Have the students role-play being Owlivia and Dilly with their partners. Remind the students to “Stop in your tracks, and get the facts!” and to use Stop and Stay Cool and “I” Messages.

   After giving the students a minute or two to role-play, use **Buddy Buzz** to ask:

   **Did you and your partner stop in your tracks and get the facts? Was it unfair that Dilly got picked to be the Cool Kid?** (Hint: Remind the students that the teacher pulled the name out on a stick!)

   **It may have felt unfair to Owlivia, but it was fair. The teacher chose the Cool Kid randomly, so each student had a fair chance of being the Cool Kid.**

   **What did you and your partner decide that Owlivia should do?**

   **Since Owlivia was feeling frustrated, we had her use Stop and Stay Cool. We also had her give an “I” Message to share her feelings.**
2. Talk through the following examples of seemingly unfair situations in which the students need to cope with disappointment. These situations may feel unfair, but really they are disappointing.

- You are looking forward to going to a picnic, but it rains.
- You wanted to be the line leader, but someone else was picked.
- You stood in line for chocolate milk in the cafeteria, but they ran out.

Have teams do a team huddle to answer the following questions for each example.

**How would you feel?**

Sad, disappointed, frustrated, etc.

**What could you do to deal with this seemingly unfair situation?**

*I could use Stop and Stay Cool, an “I” Message to tell how I feel, and maybe self-talk to help myself feel better (e.g., I can’t stop the rain, and maybe we can have our picnic on another day when it’s sunny).*

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter.

### Reflection

**The Big Q:**

What should you do before you say, “It’s not fair!”?

You should stop in your tracks and get the facts before you say that something is unfair. If you’re feeling frustrated or mad, you should use the Stop and Stay Cool Steps. You can also use an “I” Message to share your feelings.

### Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

### Extend and Connect

- Ask the students to think of words that rhyme with *fair*.
- Have some books about fairness available in the classroom (e.g., *That’s Not Fair, Hare!* by Julie Sykes or *No Fair! Kids Talk About Fairness* by Nancy Loewen).
- Discuss examples of fair or unfair situations from social studies or from literature that the students may be reading.
Active Instruction Scenario

Chilly is sitting quietly at the end of the day so his team will get chosen to line up first to go home. His teammates Betty and Dilly are sitting quietly too. Buster is on their team, and he is squirming in his chair and singing loudly. The teacher picks another team to line up first! Chilly is very frustrated!
Teamwork Scenario

It’s time to choose this week’s Cool Kid. Owlivia really hopes that her name is picked. She has been waiting so long to be the Cool Kid! The teacher reaches in and pulls out the stick with Dilly’s name on it. Owlivia is frustrated and wants to yell out, “It’s not fair!”
**Weekly Class Council Meeting Guide**

**ADVANCE PREPARATION**
- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

**Part I: Review the week. Set a goal.**
- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week's goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  **Note:** You may need to join the role-play to model and encourage participation.

  Julia is really hoping to get the job of being the door holder this week. She comes into the classroom and sees Mia’s name next to “Door Holder” on the job chart. Julia wants to scream, “It’s not fair!”

  **What should Julia do?**

  **Have you ever had an experience like Julia’s? What did you do?**

**Part II: Celebrate**
- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
I’m confused.

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will understand how it helps to stop and think about their feelings when they feel confused.

ADVANCE PREPARATION

☐ Make sure the Feelings Tree is still posted.
☐ Have a copy of Fireflies! by Julie Brinckloe available.
☐ Prepare teamwork scenarios for whiteboard or overhead use.
☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Read Fireflies! to discuss that sometimes we feel confused and have more than one feeling at a time.

• Discuss an example of a confusing situation in which you might have more than one feeling at the same time.
Teamwork

- Talk through example scenarios to discuss and practice stopping and thinking about confusing feelings.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Read aloud the Big Q for this lesson so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

   Big Q: What can you do if you are confused and have two different feelings at the same time?

2. Tell the students that you are going to read a story to talk about why it helps to stop and think when you feel confused. The story is called Fireflies! by Julie Brinckloe. Before starting the story, make sure that all of your students know what fireflies are.

   Read the story aloud, and pause to ask some of the following questions:

   - Page 13: How does the boy feel when he catches the first firefly?
     He jumps in the air with excitement. He is very happy when he sees it glowing “like moonlight” in the jar.

   - Page 19: How do you think he feels when he tells his parents, “I caught hundreds of fireflies”?
     I think he feels excited and proud.

   - Page 21: From looking at his face, how do you think the boy feels as he sees the fireflies hitting their wings on the glass and falling to the bottom of the jar?
     He looks worried. Maybe he is worried that the fireflies are getting hurt.

   - Page 24: Why do you think he pulls the pillow over his head?
     I think he is confused. I think he sees that the fireflies are starting to die in the jar. He likes seeing them light up in the jar, but he is realizing that the fireflies are not happy.

   - Page 28: Why do you think the boy has tears on his cheeks as he lets the fireflies go but says, “I could feel myself smiling”?
     I think he is feeling sad and happy at the same time. He has tears because he is sad to see the fireflies go. He also feels happy because he knows the fireflies will live and be free.

3. Debrief the story by talking about situations in which the students might have two different feelings at the same time. Share an example of a time when you felt two different feelings at the same time. For example, at the end of last year,
I was really happy that all my first graders were ready for second grade. But at the same time, I felt a little sad because I was going to miss having them in my class. Use **Buddy Buzz** to ask:

**Can you think of a time when you had two different feelings at the same time?**

*Accept reasonable responses. For example, one time my brother dropped my favorite ball, and it fell into the sewer drain. I was sad that I lost my ball. At the same time, I was really mad at my brother for dropping it into the drain.*

Summarize that it can be confusing to have two different feelings at the same time. Tell the students that when they are confused, they need to stop and think! List questions on chart paper, and explain that when the students feel confused, you want them to ask these questions:

- Did I remember to stop and think?
- How do I feel? Do I have more than one feeling?
- What should I do?

**Teamwork**

1. Tell the students that they will practice stopping and thinking about feelings. Explain that you will tell the students about two different stories in which someone is confused because he or she has more than one feeling. Tell the students that you will give them time to talk about each story with their team and then discuss a few questions.

Read the first story aloud:

**Jasmine got picked to read the announcements over the loud speaker to the entire school on Friday morning. Jasmine smiled when she heard the exciting news! Jasmine is nervous to read to the entire school because she doesn’t like to speak in front of others. Jasmine is confused!**

Have the students stop and think about how Jasmine is feeling. Use **Buddy Buzz** to ask:

**What do you think Jasmine is feeling?**

*I think she feels excited and happy, but also nervous.*

**If Jasmine thinks about being nervous, what will she probably do?**

*She may decide to say that she is too nervous to read the announcements in front of all the other students.*

**If she thinks about being excited, what will she probably do?**

*She will go and read the announcements!*

**What would you decide to do if you were Jasmine? Why?**

*Accept supported answers.*
I'm confused.

Read the second story aloud:

Sammy wants to go to Dante’s house. Sammy really wants to play with Dante’s new video game. Dante has a big dog, and Sammy is scared of dogs. Sammy is confused!

Have the students stop and think about how Sammy is feeling. Use Buddy Buzz to ask:

What do you think Sammy is feeling?

I think Sammy is excited to go to Dante’s, but also nervous about the dog.

If Sammy thinks about being excited, what will he probably do?

He will go to Dante’s house to play.

If he thinks about being nervous, what will he probably do?

He may decide that he is too nervous to go because of the dog.

What would you decide to do if you were Sammy? Why?

Accept supported answers.

Explain that during the next lesson, they will talk more about how to make choices.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter.

Reflection

The Big Q:

What can you do if you are confused and have two different feelings at the same time?

I can stop and think to make sure I understand how I am feeling. Then I can think through what I should do based on how I feel.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• See how many sets of opposite feelings the students can identify (e.g., happy and sad, nervous and calm, excited and bored).

• Have the students write short poems to describe a feeling or to compare and contrast two different feelings.
Teamwork Scenarios

Scenario 1

Jasmine got picked to read the announcements over the loud speaker to the entire school on Friday morning. Jasmine smiled when she heard the exciting news! Jasmine is nervous to read to the entire school because she doesn’t like to speak in front of others. Jasmine is confused!

Scenario 2

Sammy wants to go to Dante’s house. Sammy really wants to play with Dante’s new video game. Dante has a big dog, and Sammy is scared of dogs. Sammy is confused!
**ADVANCE PREPARATION**

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

---

**Part I: Review the week. Set a goal.**

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

**Note:** You may need to join the role-play to model and encourage participation.

Anthony has a great voice. His music teacher tells Anthony that he has been chosen to sing the national anthem before the school assembly on Friday. The entire school will be at the assembly. Anthony is confused about how he feels about the news!

What do you think Anthony is feeling?

What would you decide to do if you were Anthony? Why?

---

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Which should I choose?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week. Note: Remember to ask the following questions after playing the game:

• What skill are we practicing by playing this game?
• What is one way that you can improve this skill?

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will practice stopping and thinking about choices and what might happen next if they make each choice.

ADVANCE PREPARATION

- Have a copy of Fireflies! by Julie Brinckloe available in case you need to refer back to it.
- Make a chart for comparing two choices. (See the third bullet in Active Instruction for a sample.)
- Copy the “What might happen next?” page—one per student.
- Copy and cut the Home Connections tickets—one per student.
- Prepare the teamwork scenario for whiteboard or overhead use.
Agenda

Active Instruction
- Review what the students learned about stopping and thinking when they feel confused.
- Model how to stop and think to compare two choices and what might happen if you pick each choice.

Teamwork
- Use the “What might happen next?” page to compare two choices that Chilly could make.
- Summarize how stopping and thinking helps in making choices.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Read aloud the Big Q for this lesson so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.
   
   **Big Q:** How does stopping and thinking help you make better choices?

2. Quickly review what the students learned in the previous lesson about stopping and thinking when they feel confused. Tell the students that today they will talk about what to do in a situation in which they have more than one choice that they could make. Explain that they will talk about predicting what will happen as a result of their choices. If the students are not familiar with the term prediction, discuss what it means. Use Buddy Buzz to ask:

   **What do you do when you make a prediction?**

   *Based on what you already know, you think about what might happen next.*

   Explain that they will practice stopping and thinking about their choices and predicting what might happen next. For example, use the boy from Fireflies! to talk about thinking through two choices and predicting what might happen next for each choice. Ask:

   **What was the tough decision that the boy had to make in Fireflies?**

   *He had to decide whether he should keep the fireflies that he worked hard to catch or let the fireflies go free.*

   **Make a prediction. What would have happened if the boy had chosen to keep the fireflies in the jar?**

   *He might have been able to enjoy the light from the jar a little longer, but soon the fireflies would have died.*
What do you think happened when he chose to let the fireflies go free?

He might have been sad at first, but the fireflies were able to live and be free.

Summarize that the boy had to stop and think about what would happen if he made each choice. If he didn’t stop to think about what might happen to the fireflies, he may have made the quick choice to keep them. When the boy thought about what would happen if he kept them in the jar, he decided that the best choice was to let them go.

3. Model stopping and thinking through a tough decision that the students may run into in the classroom. Say:

Betty is playing with the new stamp set that her teacher got for the classroom. It has really cool stamps with lots of different designs! Dilly really wants to use the stamps too. What should Dilly do?

Make a graphic organizer like the one on the “What might happen next?” page to compare two choices. Elicit from the students the possible choices that Dilly can make for what to do next. Ask:

What is Dilly’s problem?

He wants to play with the stamps, but Betty is using them.

Write the problem in the top box of the graphic organizer.

What could Dilly do next? What are his choices?

Accept reasonable responses. For example, Dilly could take the stamps from Betty, he could ask Betty if he could please have the stamps now, or he could suggest that they share the stamps.

Write two possible choices in the boxes on the graphic organizer. Have teams use a team huddle to think about what might happen next if Dilly chooses each solution. Encourage the students to use their predicting skills to think about what might happen if he chooses each solution. See the following examples:

<table>
<thead>
<tr>
<th>Choice 1</th>
<th>Choice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grab the stamps from Betty</td>
<td>Ask Betty if she would share the stamps with me</td>
</tr>
</tbody>
</table>

What might happen next?

<table>
<thead>
<tr>
<th>Choice 1</th>
<th>Choice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty will get mad and take them back. It will lead to a conflict.</td>
<td>Betty will let me use the stamps that she isn’t using.</td>
</tr>
</tbody>
</table>

If you were Dilly, which choice would you make? Why?

Hopefully, most of the students will make choice 2. Highlight that choice 1 could lead to a conflict. Choice 2 will result in a win-win solution!
Teamwork

1. Have the students discuss the following story with their teams and complete the “What might happen next?” page to predict what could happen if Chilly makes each choice. Say:

   Chilly comes home from school, and his brother is watching a movie on TV. Chilly really wants to see his favorite TV show that starts right now! What should Chilly do?

First, make sure that the teams read and understand Chilly’s problem in the box on the top of the page. Have the teams identify two actions Chilly could take, and then have the students think about what will happen next for each choice. Have each team choose the best solution for Chilly. Possible choices may include:

- Chilly could ask his brother if he can please watch his show now. In this situation, his brother might say “No,” or he might say “Yes!”
- Chilly could turn the television to his show without asking. In this situation, Chilly’s brother could get mad and start a conflict.
- Chilly could suggest a compromise that he can watch his show now, and his brother gets to use the television for the rest of the night. In this situation, his brother might say “Yes!”

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter.

Reflection

The Big Q:

How does stopping and thinking help you make better choices?

It helps us predict what might happen next to avoid making a bad choice. By predicting what might happen next, we avoid making bad choices that may lead to problems and conflict.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Encourage the students to use their predicting skills when they are reading a story.
- Point out examples of choices that people make in the classroom, in newspaper articles or in stories that you are reading.
**Teamwork Scenario**

Chilly comes home from school, and his brother is watching a movie on TV. Chilly really wants to see his favorite TV show that starts right now! What should Chilly do?
What might happen next?

Chilly really wants to see his favorite show that starts right now! But his brother is watching a movie on the television. What should Chilly do?

Choice 1

What might happen next?

Choice 1

What might happen next?
ADVANCE PREPARATION

☐ Have the graphic organizer ready to use.
☐ Calculate team points. Have team stickers available.
☐ Consider specific examples of what the class did well this week.
☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

• Review the week, highlighting and celebrating examples of what went well, with input from the students.

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

  Note: You may need to join the role-play to model and encourage participation.

Malik and his brother Derrick go into the kitchen and see one cookie left on the plate. Malik grabs the cookie and smiles at Derrick. Derrick really wants to have the cookie. What should Derrick do?

What are two choices for what Derrick could do next?

What do you think might happen next if he picks either of the choices?

What do you think he should do? Why?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!

• Present the Cool Kid certificate.

• Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus

In this final unit of the year, the students will review and celebrate the growth of their Getting Along Together skills. The students will have the opportunity to reflect on individual growth and the progress of the class. The goal of the unit is to review, internalize, and integrate Getting Along Together skills and strategies learned throughout the year and also to celebrate the success and growth of the students!

Unit Outcomes

Students will:

• demonstrate an understanding of Getting Along Together skills and strategies;
• reflect on individual progress with cognitive-regulation skills throughout the year; and
• make a plan for how to use Getting Along Together skills during the summer.
What did we learn this year?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Let the students pick the Brain Game that they like to play the most, and have them play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will review and celebrate all the skills and strategies that they learned this year in Getting Along Together.

ADVANCE PREPARATION

☐ Have the Getting Along Together posters available to refer to during the lesson. Try to have as many of the posters and charts about Getting Along Together posted as possible.

☐ Copy the “How have I changed?” page—one per student.

☐ Copy and cut the Getting Along Together skills cards. Each team will pick one during Teamwork.

☐ Sign and copy the Parent Peek letter—one per student.

☐ Copy and cut the Home Connections tickets—one per student.

Agenda

Active Instruction

• Celebrate that the class is in the final Getting Along Together unit and has worked hard all year.

• Briefly highlight the Getting Along Together routines and skills that the students have learned.
What did we learn this year?

Teamwork

• Complete the “How have I changed?” page to reflect on individual progress.
• Play Name That Getting Along Together Skill! to review what the students learned.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present today’s Big Q to prepare the students for the purpose of today’s lesson.
   
   **Big Q: Which Getting Along Together skill has helped our class the most to work well together and learn this year?**

2. Explain to the students that this is the last Getting Along Together unit of the year.

   Tell the students to take a look around the classroom at all the posters and pictures about Getting Along Together. Have the students close their eyes and think for one minute about all the times that they have used Getting Along Together skills throughout the school year. Say:

   **Let’s see how many things from Getting Along Together we can list in one minute.** Quickly call on students, and see how many Getting Along Together skills they can name in one minute.

   *For example, win-win solutions, “I” Messages, Stop and Stay Cool, the Peace Path, Stop and Think, help and encourage others, focus, the Feelings Tree, the Feelings Thermometer, everyone participates, remember, etc.*

   Ask some of the following questions to briefly review some of the main Getting Along Together skills and routines:

   **When do you use “I” Messages? What is an example of an “I” Message that you used recently?**

   **What is an example of a win-win solution?**

   **What is an example of something helpful and encouraging that you said to your teammates?**

   **What are the Stop and Stay Cool Steps?**

   Have all the students stand and do the steps!

Teamwork

1. Hand out a copy of the “How have I changed?” page to each student. Tell the students you want them to think about how they have improved with each skill since the beginning of the school year. The point of the activity is to have each student personally reflect on his or her growth over the year. You may want to read each
What did we learn this year?

question aloud to the class. When the students have answered all three questions, they can share and discuss their answers with their partners and/or teammates. Encourage the students to share how they got better at each skill.

2. Tell the students that now they will play a game called Name That Getting Along Together Skill! to show how much they know about Getting Along Together.

- Each team will get a card with the name of a Getting Along Together skill on it. Remind each team not to let any other teams see their card!
- The teams will plan how to act out this skill for the rest of the class. (Circulate as the teams plan to help with ideas.)
- One at a time, each team acts out their skill for the rest of the class. As soon as the other teams know the skill, they point to the poster in the room that shows the skill in question. If there is no poster with the skill, have each team raise their hands once they know the skill.
- Award a point when the teams can correctly identify the skill.

Praise the students for doing such a great job and for learning so much this year! Have the students prepare to answer the Big Q.

Reflection

The Big Q:

Which Getting Along Together skill has helped our class the most to work well together and learn this year?

Accept supported answers. For example, I think using Stop and Think has helped our class work well together this year. We interrupt one another less, and we are better at waiting and taking turns.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Encourage the students to set a goal for one Getting Along Together skill that they would like to improve on the most.
- Suggest that the students try to think of a new Brain Game to practice one of the Getting Along Together skills.
How have I changed?

Please circle the picture to show how much better you are at each skill.

1. Did I get better at waiting for my turn or waiting in line?
   - A little
   - Some
   - A lot

2. Did I get better at listening to directions the first time?
   - A little
   - Some
   - A lot

3. Did I get better at remembering new things that I learned?
   - A little
   - Some
   - A lot
Getting Along Together Skills Cards

Stop and Stay Cool

Win-Win Solution

Focus

Stop and Think

Active Listening

“I” Message

I feel ___ because...
Dear First-Grade Parent or Family Member:

Today we started our last Getting Along Together unit for the year. We will be celebrating and reviewing all the skills and strategies that we learned throughout the year.

Your child will be bringing home the Getting Along Together Summer Plan card. Talk about how your child can use these skills this summer. Try to do some of the suggested activities with your child during the summer. Have fun!

Thank you for supporting the Getting Along Together skills at home!

Sincerely,

Your First-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal.
  - Brainstorm strategies using the graphic organizer.
  - Post the goal and strategies for meeting the goal.
- Reflect and Review:
  Instead of role-playing a scenario, celebrate class growth in Getting Along Together skills over the year. Choose an example of a skill or strategy that the class has improved on since the beginning of the year, and talk about it. Choose a few students to model the skill for the class, and talk about times they have used the skill in school.

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.
Unit 7 | Lesson 2

Getting Along Together in the Summer

Getting Along Together Routines

**Cool Kid:** Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

**Cooperative Challenge:** Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

**Brain Game:** Let the students pick the Brain Game they like to play the most, and have them play it whenever time allows during the day/week.

**Team Points:** Tally team points at the end of the day, and celebrate point totals with the students.

Key Point of the Lesson: Students will celebrate, compliment their teammates, and talk about how they can use Getting Along Together skills during the summer.

ADVANCE PREPARATION

- Prepare to hand out the Getting Along Together Summer Plan card—one per student.
  
  **Note:** You will write a compliment on each student’s card, which you can do before or during the lesson.

- Have the Train Your Brain! poster available for this lesson.

- Gather any materials you will need for the final Getting Along Together projects that you decide to do with your class based on the time you have left in the school year.

- Copy and cut the Home Connections tickets—one per student.
Agenda

Active Instruction

- Hand out the Getting Along Together Summer Plan cards, and talk about how to use the skills during the summer.
- Discuss what the students have learned this year about working as a team.

Teamwork

- Teammates will write compliments for one another on the Getting Along Together Summer Plan cards.
- Do a class cheer to celebrate success.
- If you have time left in the school year, complete one of the Getting Along Together celebration projects.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Present today’s Big Q to prepare the students for the purpose of today’s lesson.

   **Big Q:** What is one Getting Along Together skill that you think you will use this summer? How will you use this skill?

2. Explain to the students that today they will talk about how to use Getting Along Together skills during the summer. Pass out a Getting Along Together Summer Plan card to each student. Point out that there are some ideas for how to solve problems over the summer on the front of the card. Ask:

   **What is an example of something that might happen over the summer when you would need to stop and stay cool?**

   *My brother or sister might do something that makes me mad, it might rain on the day that I’m supposed to go to the park, etc.*

   **When do you think you might use an “I” Message?**

   *When I’m playing with my friends, when I want to tell my family about my feelings, etc.*

   **How can you remind yourself to stop and think before you act this summer?**

   *I can use the Stop and Think Signal, I can stop in my tracks and get the facts, etc.*
Point out the list of ideas for ways to practice the Brain Game skills over the summer. Point to the Train Your Brain! Poster, and give the signal for each skill. Ask:

**What are some other ways that you might practice the focus, memory, and Stop and Think skills over the summer?**

*I could play more Brain Games, I could practice active listening when my parents are giving me directions, I could remind myself to take deep breaths when I need to stop and think, etc.*

Encourage the students to keep their brains strong all summer long!

3. Briefly discuss and celebrate how much the students have learned this year about working as a team. Tell them that they will get a chance to compliment their teammates during Teamwork.

**Teamwork**

1. Have the students turn their Getting Along Together Summer Plan cards to the side about being a super teammate. Review the team cooperation goals and how the students have helped one another learn all year.

Explain that now the students will pass their cards around their team. Each teammate will write one compliment about how each of the teammates is a super teammate! Ask:

**What are some ways or reasons that your teammates can be super teammates?**

*By saying helpful and encouraging words, being a good listener, taking turns, and completing all work.*

Circulate as the students write compliments on each other’s cards. Write a compliment on each student’s card if you haven’t done so yet. Praise the students for being such great teams.

2. If the students want to, share the compliments as a class. After sharing compliments, do a class cheer to celebrate doing such a fantastic job in Getting Along Together this year!

3. If you have time left in the school year, plan a project to celebrate Getting Along Together skills, or use one of the following ideas:

- Design a poster, sign, or button to demonstrate one of the Getting Along Together skills.
- Write a song or poem about one of the Getting Along Together skills.
- Write a skit or play using the Getting Along Together puppets.

Depending on how much time is left in the school year, this project can take more than one week.
Reflection

The Big Q:
What is one Getting Along Together skill that you think you will use this summer? How will you use this skill?
Accept supported answers.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections ticket back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

• Complete one of the Getting Along Together celebration projects during art, music, or writing time.
Summer Plan

To solve problems this summer, I am going to:

- Use the Feelings Thermometer and Stop and Stay Cool when I have a strong feeling.
- Use win-win solutions to solve conflicts.
- Use “I” Messages to tell how I feel about a problem.
- Stop and Think before I act!

To keep my trained brain strong this summer, I will do these kinds of activities:

- Pick a word of the day, and clap my hands when I hear that word.
- Try to remember a list of 5–10 things my family needs to buy at the grocery store.
- Play The Pickler or Don’t Break the Sugar Bowl.
I am a **SUPER Teammate!**

**Compliments from my teammates:**

1. ____________________________________
   ____________________________________

2. ____________________________________
   ____________________________________

3. ____________________________________
   ____________________________________

**Compliments from my teacher:**
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the graphic organizer ready to use.
- Calculate team points. Have team stickers available.
- Consider specific examples of what the class did well this week.
- Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Since this is the final Class Council meeting of the year, highlight and celebrate the growth of the class throughout the school year. Think of specific examples from the class to highlight the progress that the students have made this year in working together as a classroom community. Talk about the goals that the class has met across the entire year!
- Encourage the continued use of Getting Along Together skills during the summer. Talk about some of the skills that the students may use in the summer, including Stop and Stay Cool, “I” Messages, win-win solutions, empathy (thinking about how someone else feels), making new friends, Stop and Think, memory, and focus. Ask the students to close their eyes and think about some of the things that they will be doing over the summer. Now have the students think about how they might use a Getting Along Together skill. Encourage the students to share examples such as the following:

```
I am going to play at the park with my cousins in the summer. My cousin Sophia is very bossy and hogs the swings. I can use an “I” Message to tell her that I feel sad when she is bossy and won’t let me have a turn on the swing. I can suggest a win-win solution that we each take a five-minute turn on the swings.
```

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Have a class party to celebrate class growth throughout the year. Do cheers, play music, dance, play games, and have fun!
The Getting Along Together DVD

We are very pleased to include the attached DVD with your purchase of the teacher’s manual. This DVD includes the animations used in your grade-level lessons.

This DVD will play either in a stand-alone DVD player or in your computer DVD player.
The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.