Getting Along Together
2nd Edition

Grade 4 Teacher’s Manual
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.

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Grade 4: Getting Along Together

Teacher Program
Prep Guidelines

Checklist of SFAF-provided GAT materials per classroom:

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<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 - G4–5</td>
<td>[ ] Getting Along Together 2nd Edition DVD</td>
</tr>
<tr>
<td>[ ] Craft sticks</td>
<td>[ ] GAT2 teacher/team/student blackline masters for grade 4 (Note: These are also available on the SFAF Online Resources.)</td>
</tr>
<tr>
<td>[ ] Plastic chips</td>
<td>[ ] Grades 4/5 Think-It-Through sheets (30 pack)</td>
</tr>
<tr>
<td>[ ] Super/great/good team stickers (22 pack)</td>
<td>[ ] GAT2 Grade 4 Trade Books</td>
</tr>
<tr>
<td>[ ] <strong>GAT Poster Set</strong></td>
<td>Yesterday I Had the Blues</td>
</tr>
<tr>
<td>Stop and Stay Cool Steps</td>
<td>Nothing But Trouble: The Story of Althea Gibson</td>
</tr>
<tr>
<td>Feelings Thermometer</td>
<td>The Dot</td>
</tr>
<tr>
<td>Train Your Brain! poster</td>
<td>Wilma Unlimited</td>
</tr>
<tr>
<td>Active Listening poster</td>
<td>Those Shoes</td>
</tr>
<tr>
<td>Team Success! poster</td>
<td>Just Kidding</td>
</tr>
<tr>
<td>Team Tally poster</td>
<td>Say Something</td>
</tr>
<tr>
<td>Hurdles poster</td>
<td>Miranda Peabody and the Case of the Lunchroom Spy</td>
</tr>
<tr>
<td>□ Peace Path poster</td>
<td></td>
</tr>
<tr>
<td>□ The Feelings Universe poster</td>
<td></td>
</tr>
<tr>
<td>□ Cool Kid certificates (75 pack)</td>
<td></td>
</tr>
<tr>
<td>□ Chilly puppet</td>
<td></td>
</tr>
<tr>
<td>□ Strategy Card (30 pack)</td>
<td></td>
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</tbody>
</table>

Classroom Set-up 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 set-up. 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.)
   • 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: 8.5 x 11 inch version of the Peace Path ideally placed in protective plastic, the Settle-Down Jar (see GAT 2nd Edition 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.

8. Journals: Have a blank journal available for each student. Either staple paper together or consider supplying notebooks.

9. Getting Along Together Strategy Card: If possible, laminate the card since it will be used throughout the year.

**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 first 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 its routines. The students will learn tools for teamwork. Some of these tools will be used for academic learning—cognitive skills such as focus, self-control, memory, and thinking flexibly. Other tools will be used for getting along with one another, including the ability to manage emotions, effectively communicate feelings and opinions, and use a decision-making process to resolve conflict situations with win-win solutions. At the end of the unit, the students will hold their first Class Council meeting. The students will lead these meetings in which they will review the week, set class goals, and celebrate class successes.

Unit Outcomes

Students will:

• participate as active and successful members of a team community (complete team tasks, help and encourage other team members, listen to other team members and ask questions, lead and allow others to lead, set and work toward team goals);
• understand the value of community;
• use listening skills during team discussion and active instruction in the classroom to take in, store, retain, and access information;
• sustain attention on a task;
• ignore distractions when doing a task;
• appropriately switch attention from one task to another or from one part of a task to another (e.g., when the teacher instructs the class to move on to the next activity, when they are done with a self-directed academic activity and need to move on to another productive activity);
• think flexibly to solve problems, considering multiple ways to solve a problem by looking at it from a variety of perspectives;
• understand the link between focus and memory;
• understand the link between comprehension and memory;
• learn memory strategies such as mnemonics, mental visualization, categorizing or chunking, note-taking, etc.;
• identify basic emotions and understand situations that cause these emotions;
• identify the intensity of feelings in themselves and others;
• understand the difference between feelings and behaviors;
• understand how feelings and behaviors influence each other;
• express emotions to others in effective ways;
• use a variety of techniques to regulate their emotions, such as anxiety and anger;
• inhibit inappropriate automatic (reflexive) or dominant responses in favor of more appropriate behavior;
• utilize a variety of self-control techniques to meet the demands of the situation (e.g., learning in a class setting);
• understand that conflict and anger are normal parts of life, but how they handle them is important;
• understand effective and ineffective outcomes to conflict;
• use listening skills to elicit and understand the feelings and opinions of others;
• understand appropriate and inappropriate expressions of emotions and develop a filter for inappropriate expression;
• remember and follow complex commands (e.g., two- and three-part commands) during active instruction and throughout the school day; and
• formulate a simple plan of future action, including setting goals.

**Books Used in Unit:**

*Yesterday I Had the Blues* by Jeron Ashford Frame

*Nothing But Trouble: The Story of Althea Gibson* by Sue Stauffacher
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. (Today this is done in Active Instruction.)

**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:** Students will understand that each teammate has unique traits and skills and that the goal is to work together as a team to learn and grow.

**ADVANCE PREPARATION**

- Make sure you have prepared your classroom according to the Getting Along Together Program Prep guidelines located prior to this lesson. **Note:** For the initial two weeks of school, GAT is taught daily for 60 minutes. When you begin to teach GAT lessons weekly, the lessons are 30 minutes.

- Write the name of each student on a craft stick for choosing the Cool Kid randomly; place all the sticks in a permanent container. **Note:** You will choose the first Cool Kid as the first step in Active Instruction today and review meaningful compliments.

- Divide the class into teams of four students each (You may have some teams of five.), following the guidelines for team set-up described in the Getting Along Together 2nd Edition Teacher’s Guide. Teams should not be randomly assigned.

- Optional: You can plan a fun way for the students to find their teammates. For example, you could have groups of words that are associated with one another for each team and write each word on a card. The students have to search for the other students who have words associated with their words.

- Post a sentence strip that says “Tools for Teamwork” in the area of the classroom where you are posting GAT materials.

- Have the Team Tally and Team Success! posters displayed, and have the super, great, and good stickers ready to show the students. Write the team names on the chart during the lesson after teams have chosen their names.
Copy the Team Cooperation Goals page—one per team. If possible, laminate them, or use protective plastic covers.

Prepare a copy of the “What makes a team succeed?” page for the whiteboard or overhead.

Have paper, markers, and other materials available for teams to create team name cards for their tables or desks.

When you introduce the Cooperative Challenge, write it on the appropriate permanent space so the students can see it all week.

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

### Agenda

**Active Instruction**

- Introduce the unit, and select today’s Cool Kid.
- Discuss examples of teams.
- Review the team cooperation goals to talk about what makes a team successful.

**Teamwork**

- Organize the students into teams, and assign partnerships within teams.
- Play Two Truths and a Lie to get to know teammates.
- Teams choose team names and design team signs for their tables or desks.
- Partners write an acrostic poem for the word *team*.
- Teams prepare to answer the Big Q by summarizing what they learned about one another and how they will strive to work as a team.

**Reflection:** Ask the Big Q.

**Home Connections:** Pass out the Parent Peek letter.

### Active Instruction

1. Welcome the students to Getting Along Together, and explain that in this first unit, they will practice working as a team to learn and solve problems together. Explain that many of the students may have used Getting Along Together in earlier grades in school. Use **Buddy Buzz** to ask:

   **What things do you remember as part of Getting Along Together?**

   *Answers will vary. For example, I remember the Cool Kid, the Peace Path, win-win solutions, Stop and Stay Cool, Stop and Think, etc. Hopefully one of the students mentions the Cool Kid.*

   - Explain that they will continue to have the Cool Kid this year in Getting Along Together, and the Cool Kid will get to have extra responsibilities in the classroom (e.g., running the weekly Class Council meeting).
• Use the craft sticks to select the first Cool Kid's name. Post the student's name in the appropriate space in the classroom. Explain that for the first two weeks of school, there will be a new Cool Kid each day.

• Explain that everyone else in the class will remember all the Cool Kid's positive actions—especially those that enhance teamwork. Show the students a Cool Kid certificate, and explain that they will give meaningful compliments to the Cool Kid at the end of the day.

• Remind the students how to give meaningful compliments. Use **Buddy Buzz** to ask:

  **What is an example of a meaningful compliment?**

  *Answers will vary. For example, I like the way Jordan was a good teammate when she helped Ryan clean up the papers that fell off his desk.*

• Emphasize that a meaningful compliment is about actions, not about things such as someone's clothes. For example, saying you like someone's shoes or hair style is not a meaningful compliment. Remind the students to keep an eye out for the Cool Kid being a great team member or doing a fantastic job in other ways so they can give meaningful compliments at the end of the day.

2. Remind the students that part of Getting Along Together is working in teams. Tell the students that later in the lesson, they will find out who their teammates are and do activities with their teams. Ask the following questions to discuss what being part of a team means.

  **What are some examples of teams?**

  *Examples include sports teams, project teams at a company, teams of astronauts on a space exploration, a team of workers on an assembly line, etc.*

  **What experiences have you had being part of a team?**

  Encourage a few students to share their experiences.

3. Show the pictures on the “What makes a team succeed?” page on the whiteboard or overhead. Have the students think about some of the following questions:

  **What do the players do during a huddle? What would happen if a player wasn’t listening during a huddle?**

  **How do you think the players help and encourage one another?**

• As a class, brainstorm what a team needs to be successful. Have the students think about teams that they have played on or been a part of in school. Remind the students to think about the team cooperation goals.

• Optional: Show the following video if you have the capability in the classroom: http://teachertube.com/viewVideo.php?video_id=10352&title=Kick_Return. After showing the video, talk about how all the players worked together to make the play a success.

• Use **Buddy Buzz** to ask:

  **What does a team need to be successful?**
Accept reasonable responses. For example, I think a team needs to work together, listen to one another, respect one another, and all be working toward the same goal.

Think about a time when you worked on a team to learn in school. What do you think made your team successful?

Answers will vary. For example, I think the fact that we listened to one another made our team successful.

• Explain that for a team to be successful, it helps to have guidelines or strategies for how the teammates will work together. Tell the students that they will use the team cooperation goals. Many of the team cooperation goals reflect what the students have suggested about how teams can succeed. Review the team cooperation goals to establish guidelines for how the students are to work in their teams. Present each of the following team cooperation goals, and use Buddy Buzz to have the students describe what each goal means. (The students will be assigned to partnerships during Teamwork, but for this activity, they can share with a person sitting nearby.)
  – Practice active listening: Listen carefully to teammates’ ideas and comments.
  – Explain your ideas/Tell why: Offer support and detailed explanations for your ideas during team discussions so teammates fully understand you.
  – Everyone participates: All team members participate in every activity.
  – Help and encourage others: Say helpful and encouraging words to teammates when they are struggling with a problem, and offer praise for a job well done.
  – Complete tasks: Work to make sure that all teammates complete each task.

• Explain that all year in GAT, the students will learn tools for teamwork. Post the Tools for Teamwork sentence strip in the area of the classroom where you will post GAT materials. Explain that some of the tools will help them learn together, and others will help them get along with one another. Post the team cooperation goals under the Tools for Teamwork sentence strip. As the students learn other skills and strategies in each unit throughout the year, these tools will be added under the sentence strip.

Teamwork

2 minutes

1. Now that they’ve talked about teams, it’s time to assemble the students into their teams. (As described in Advance Preparation, you can choose to do a quick, fun activity to get them into teams or simply tell the students who their teammates are.)

   • Assign partnerships within teams. (The students will do many activities with a partner.)

10 minutes

2. Explain that the students are going to play a game called Two Truths and a Lie to get to know their teammates. Explain the following directions:

   – With a partner, the students take turns telling each other two truths and one lie about themselves.
– The partner has to guess which statement is the lie. The lies should be as believable as possible to fool each other.

– Have each student introduce his or her partner to the team by telling the team two true things about the partner.

• Model playing Two Truths and a Lie with a student volunteer if you think it would be helpful. Two Truths and a Lie is better if you think of something very common as the lie about yourself and two unusual things about you that are true.

• For example, you could tell the student volunteer:
  • I have two children and a dog. (Lie)
  • I went to the Super Bowl last year. (Truth)
  • I broke my leg twice in one year. (Truth)

3. Based on what they learned about their teammates during Two Truths and a Lie, have the students come up with team names. Tell the students to think about common interests or talents shared by their teammates. Remind the students to use positive words in their team names.

• Have the teams write their team name on a piece of paper or a folder that will be displayed on their table or desks. Encourage the students to decorate the signs. Remind the students to keep the team cooperation goals in mind as they work.

• Use Random Reporter to ask one student from each team to present their team name to the rest of the class. As each team presents, record the team name on the Team Tally and Team Success! posters.

4. Have the students write an acrostic poem to describe a team with their partners.

• Write the following two examples of acrostic poems on the board or on a chart:
  Together   To work together
  Everyone   Every day
  Achieves   And always try to
  More       Meet our goals

• Make sure the students understand what an acrostic poem is. They use the first letters of a word to describe that word. They can use one word or short phrases. Encourage the students to be creative and think about all the things they have discussed about teamwork so far in the lesson.

• If time allows, you can have a few students present their poems to the class.

5. Explain that at the end of every lesson, the students will answer the Big Q. To prepare for answering the Big Q, have them summarize what new things they learned about their teammates today. Have the students also talk about what they need to do to work together and be successful. Tell the students that the Big Q is an opportunity to earn 2 points for their teams!

• Explain that, starting tomorrow, you will announce and post the Big Q at the beginning of the lesson so the students know what they need to answer at the end of the lesson.
• Explain that another opportunity to earn points for their teams is the Cooperative Challenge. Explain that this week’s Cooperative Challenge is using active listening and that you will award team points whenever you see the students using their active-listening skills. Encourage the students to earn as many points as they can and be super teams!

**Reflection**

**The Big Q:**
What is something new that you learned about one of your teammates today?

*Accept reasonable responses. For example, I learned that my teammate is a really talented artist and that he won an art contest over the summer.*

**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. 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 write other acrostic poems about teamwork during language arts or writing time.

• Share and discuss the meaning of some of the following quotes about teamwork:

  “The nice thing about teamwork is that you always have others on your side.” —Margaret Carty

  “The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don’t play together, the club won’t be worth a dime.” —Babe Ruth

  “Coming together is a beginning. Keeping together is progress. Working together is success.” —Henry Ford

• Remind the students about the team cooperation goals throughout the day, and point out examples of teams working well together.

• Find examples in newspaper articles or on the Internet of teams working together to achieve success.
Team Cooperation Goals

Practice Active Listening

Explain Your Ideas/Tell Why

Everyone Participates

Help and Encourage Others

Complete Tasks
What makes a team succeed?
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.
Dear Fourth-Grade Parent or Family Member:

Today your child began a program that will run throughout the year and will help the students develop the skills they need to think, learn, and get along with one another. It will help to create a peaceful and productive classroom environment.

The skills that your child will learn and practice include working together as a team, identifying feelings and expressing them appropriately, learning to resolve conflicts in a positive manner, and learning to see situations from someone else’s perspective. The students will also play Brain Games, which are fun games that help the students practice four skills that are important for classroom learning: focus, cognitive flexibility, memory, and self-control.

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

• Help your child identify a quiet place at home to do homework—a place with no distractions so he or she can focus.

• Ask your child to remember a list of items that you need to get at the store.

• Talk about examples in the news of a person who could have benefitted from using self-control strategies to make better decisions.

• Praise your child for using win-win solutions to resolve conflicts peacefully.

Sincerely,

Your Fourth-Grade Teacher
Focus: Have a plan!

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 What’s That I Hear? 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 that thinking ahead and having a plan with a goal helps them focus and pay attention to what they need to learn.

Advance Preparation

- Have the Brain Game deck of cards available with the Focus Brain Games on top.
- Post the Train Your Brain! poster in the classroom under the Tools for Teamwork heading.
- Plan a short walk from your classroom to another location in the school (see the second bullet point under Active Instruction). Take note of a color or object that the students will see often on the walk (e.g., things that are red or classroom doors).
- Have a composition book for each student to use as a journal. (You could also make journals by stapling or binding together lined paper.)
- Copy the “What are you listening for?” page—one per partnership.
Unit 1 | Lesson 2

Focus: Have a plan!

Agenda

Active Instruction

- Explain that the students’ first goal as a team is to help one another build their brain skills.
- Go on a Focus Walk to illustrate how having a plan makes a difference.
- Discuss how having a plan helps you stay focused, and review strategies for improving focus.

Teamwork

- Partners listen for specific words on the “What are you listening for?” page while minimizing distractors.
- The students draw plans of where they will do their homework and how they will limit distractors.
- The students self-assess their focus skills in their journals and write a personal goal for improving focus.

Reflection: Ask the Big Q.

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

Active Instruction

1. Remind the students that in lesson 1, they talked about why it is important for teammates to listen to one another. An important part of listening is being able to focus. Focus is one of the Brain Game skills, and today they will practice ways to improve their focus. 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 will do at home to help you focus when doing your homework?

2. Tell the students that to introduce today’s lesson, they are going for a quick walk in the school. Have the students line up in two lines, with partners beside each other. Take the students on a short walk from your classroom to another location in the school (e.g., the cafeteria or the front office). Do not give the students any instructions or information about the walk. When you arrive at the other location in the school, ask the following questions:

   **What did you see on the walk?**

   *Answers may vary. For example, we saw windows, classrooms, posters, teachers, etc.*

   **How many things that are red did you see on the walk?** (Feel free to change this according to something that the students would see in your school.)

   *The students may recall a few things that are red, but most likely they will complain that they didn’t know that they were supposed to be looking for things that are red.*
• Explain that the students will now take the same route to walk back to the classroom. Tell the students that you want them to look carefully for any objects that are red on the walk. Give the students a minute to talk with their partners and plan how they will notice all the things that are red. When the students are lined up and ready, take the same route back to the classroom. When you arrive at the classroom, use **Buddy Buzz** to ask:

**How many things that are red did you see on the walk? Can you name some of the items?**

*Answers may vary. For example, I saw six things. I saw a fire alarm, an exit sign, a picture of an apple, a fire extinguisher, a picture of a fire truck, and my partner’s shirt.***

**How did knowing what to look for and having a plan affect what you noticed?**

*Accept reasonable responses. For example, since I knew to look for red things, I only paid attention to things that were red. My partner looked for red things on one side of the hallway, and I looked for red things on the other side of the hallway.***

3. **Debrief the walking activity by talking about how having a plan helped the students to focus.** Summarize that when the students knew what to look for, they were able to focus on that as they walked. Quickly review what it means to focus. Hold up the deck of Brain Game Cards, and highlight the Focus Brain Games. Remind the students that they play Brain Games to train their mind muscles to better learn and work in school.

• **Post the Train Your Brain! poster under the Tools for Teamwork heading in your classroom, and point to focus.** Remind the students that good teammates listen and focus! Use **Buddy Buzz** to ask:

**What does it mean to focus?**

*To focus means to pay very close attention to something by listening with our ears, eyes, and minds.*

**What are some strategies you can use to help you focus?**

*Answers may vary. For example:*  
  - Use active listening.  
  - Ignore, or limit, distractions.  
  - Use self-talk to remind myself to focus.  
  - Have a plan, and take notes to stay focused.

**How did making a plan help you focus on the walk today?**

*By having a plan, I knew what I needed to pay attention to, and I was able to focus on that during the walk.*

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**10 minutes**

**Talk about planning, and review strategies to improve focus.**
What are some times during school when you need to focus?

*Answers may vary. For example:*

- When the teacher is giving directions or explaining something new
- When I’m trying something new or difficult
- When I’m listening to an adult or teammate talking
- When I’m reading a text for information

*Tell the students that they will get a chance to practice focusing by playing games with their teams today.*

**Teamwork**

1. **10 minutes**

   Hand out a “What are you listening for?” page to each set of partners. Explain the following directions:

   - Have one partner be the reader for paragraph 1 and one partner be the listener.
   - Tell the readers to read paragraph 1 aloud without giving any instructions as to what the listeners are listening for.
   - After the readers finish reading the paragraph, ask the listeners how many words they heard that start with *s*. (Since they didn’t know to listen for that, it will be hard for them to recall how many.)
   - Tell the listeners that they will get to hear paragraph 1 again. Have them make a plan for keeping track of the *s* words that they hear. It’s OK if the students choose to write the words down. Then have the readers read paragraph 1 aloud again.
   - Now have the partners switch roles for paragraph 2.
   - Tell the readers to read paragraph 2 aloud without giving any instructions as to what the listeners are listening for.
   - After the readers finish reading the paragraph, ask the listeners how many words they heard that start with *t*. (Since they didn’t know to listen for that, it will be hard for them to recall how many.)
   - Tell the listeners that they will get to hear paragraph 2 again. Have them make a plan for keeping track of the *t* words that they hear. Then have the readers read paragraph 2 aloud again.

   **Ask:**

   **How did knowing what you were listening for and having a plan with a goal help you focus and keep track of the words?**

   *Accept reasonable responses. For example, I was able to listen closely for the letter sounds, and I kept track of how many there were with tally marks on a piece of paper.*

   **Did you use any other strategies to help you focus?**

   *Answers may vary. For example, I used self-talk to remind myself to listen for *s* words.*
2. Explain that many people use plans every day in their jobs, for example, architects, writers, and teachers. Show a few examples of plans (a checklist, a blueprint, a lesson plan, an outline, etc.). Tell the students that a time at home when it’s important to focus is when they are doing homework. Talk about the importance of having a place where they can focus and keep distractions to a minimum.

- Have the students talk with their partners about good places to do their homework. Tell the students to draw a plan of where they will do their homework and how they will limit distractions. If time allows, have a few students share their plans.

3. Hand out a composition book to each student to use as a journal. Tell the students that they will use the journals to record their thoughts and feelings and to keep track of skills that they are learning. Give the students a minute to write their names on the front of the journals. (Tell them that they can decorate the covers later.)

- Have the students write the following in their journals:
  - Choose one time during the day when it is easy for you to focus (e.g., during math because you love math, during art because you love to draw). What do you feel like and look like when you are focused?
  - Choose one time during the day when it’s hard for you to focus (e.g., when you are reading, when the teacher is giving directions, when there is a lot of noise in the room).
  - Choose two or three strategies that you will try to stay focused.
- Explain that the students can revisit this list throughout the year to see if they have improved their ability to focus.

4. Tell the students that focus is a very important skill and that is why it is one of the Brain Game skills. (Point to the deck of Brain Game Cards.) Tell the students that they will have many opportunities to practice focusing during Brain Games throughout the year. If you have extra time in the lesson, have the students choose a Focus Brain Game to play in their teams (e.g., I Spy or Sha Zam!).

- Remind the students to make sure that all of their teammates are prepared to answer the Big Q.

Reflection

The Big Q:

What is one thing you will do at home to help you focus when doing your homework?

Accept reasonable responses. For example, I will find a quiet area where I won’t be distracted by the television or other people making noise.
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

- When the students are preparing to read nonfiction texts in other subject areas, remind them to think about what information they are trying to find before they begin to read. Remind the students to have a plan for keeping track of the information.
What are you listening for?

**Paragraph 1**

It was Saturday morning. I grabbed my scooter and went down the street. I saw so many silly things. Seven girls were skipping down the sidewalk. A man had on a striped hat with a scarf wrapped around his waist. Then I ran into a lady with a snake in her purse!

**Paragraph 2**

Tom went down the trail looking for the treasure. The map said go ten feet from the big oak tree. Tom turned over rocks. He checked a tunnel in the ground. Tom didn’t see any signs of the treasure. Just when he was about to give up, he saw the top of a shiny box glistening under some leaves.
Lesson 2 Journal Entry

– Choose one time during the day when it is easy for you to focus (e.g., during math because you love math, during art because you love to draw). What do you feel like and look like when you are focused?

– Choose one time during the day when it’s hard for you to focus (e.g., when you are reading, when the teacher is giving directions, when there is a lot of noise in the room).

– Choose two or three strategies that you will try to stay focused.
Finding Ways to Stop and Think

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 The Pickler 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 practice stopping and thinking by using an organizer to think through potential consequences to make good decisions.

ADVANCE PREPARATION

☐ Have the Brain Game deck of cards available with the Stop and Think games on top.
☐ Make sure the Train Your Brain! poster is displayed under the Tools for Teamwork heading.
☐ Have one copy of the Think-It-Through sheet available per team, prepare to show on the whiteboard or overhead, and place several extra copies at the designated Thinking Spot in the classroom.
☐ Prepare the Math Meltdown comic strip and a master copy of the “Think it through, it could be you! Math Meltdown” sheet for the whiteboard or overhead.
☐ Copy the Math Meltdown comic strip and the “Think it through, it could be you! Math Meltdown” sheet—one of each per team.
Agenda

Active Instruction

- Review Stop and Think and techniques to practice self-control.
- Discuss times in school when it is difficult to have self-control, and talk about ways the students can find their place of calmness.
- Review the Think-It-Through sheet, and model thinking through a decision at the Thinking Spot.

Teamwork

- The students read the Math Meltdown comic and use the Think-It-Through sheet to make a decision about what the character should do next.
- Teams role-play the decision they made for the comic strip character.
- The students complete a journal entry to reflect on times when it’s difficult to show self-control.

Reflection: Ask the Big Q.

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

Active Instruction

1. Point to the Tools for Teamwork, and explain that the Brain Game skills help the students to be better teammates. Remind the students that in the previous lesson, they talked about how to stay focused. Hold up the Stop and Think Brain Game Cards, and point to “Stop and think” on the Train Your Brain! poster. Tell the students that today they will review how stopping and thinking and staying in control will help them to be good teammates and to do well 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: How do Think-It-Through sheets help you stop and think?**

2. Explain that stopping and thinking involves self-control. Use Buddy Buzz to ask:

   **What does self-control mean?**

   *Self-control means having power over your emotions or impulses. It's the ability to keep surges of emotion in check.*

   - Explain that when the students stop and think, they are using self-control. They are stopping and thinking and staying in control—stopping and thinking before they act! Use Buddy Buzz to ask:

   **What are some times during school when you need to stop and think and show self-control?**

   *Answers may vary. Possible answers include: when I am about to interrupt because I want to share an answer or idea, when I want to yell at someone, when I am about to cut in line because I am tired of waiting, when I have to wait my turn in a game, when I feel an impulse to grab something that I want, or when I am feeling very frustrated and want to hit or tear something.*
• Explain that one of the keys to stopping and thinking before you act is remaining calm. Use Buddy Buzz to ask:

**What does it mean to be calm? How do you feel when you are calm?**

*To be calm means to feel at peace or to feel a sense of quietness (tranquility).*

*I feel peaceful, gentle, and clear when I’m calm.*

**If you feel yourself losing your sense of calmness (getting really excited or really frustrated about something), what are some things you can do to stay in control and stay calm?**

*Accept reasonable responses. For example, take several deep breaths, picture a place in your mind that makes you feel calm and happy, use self-talk to remind yourself to stay calm and in control, or close your eyes and meditate.*

3. Remind the students that they have a special place in the classroom where they can go when they need to calm down. Point out the Thinking Spot in the classroom.

When the students have a problem that they need to think through and decide what they should do next, they can use a Think-It-Through sheet to help them. Display a copy of the Think-It-Through sheet on the whiteboard or overhead. Discuss the main parts of the sheet. Point out that when the students are thinking about possible consequences, they are thinking about what might happen next.

• Model using the Think-It-Through sheet to make a decision. For example, tell the students that last night you went to the grocery store. Explain that just as you were about to pull into a parking spot, another car cut you off and took the spot. The parking lot was really crowded, and you had been waiting for that spot. Tell the students that you could feel your face getting red and that you were feeling really angry. Explain that you are not sure whether you made the best decision about what to do next. With the students’ help, fill out a Think-It-Through sheet to evaluate how you could have handled this situation.

**Question #1:** The problem is that another car took my parking spot.

**Question #2:** I feel really angry and frustrated.

**Question #3:** I don’t think the other driver cares about my feelings; she is just happy to have the parking spot.

**Question #4:** What can I do? (Have the students brainstorm possible solutions and consequences with their teams and then share responses with you.)

– Solution 1: I could tell myself to calm down and then drive away to look for another spot. (Possible consequences are that you may not be able to find another spot, or you could find a spot quickly, and you will feel better.)

– Solution 2: I could get out of the car and start yelling at the other driver. (Possible consequences are that the other driver could start yelling back, and it could lead to a big fight in the parking lot.)

– Solution 3: I could take a few deep breaths to calm down and then politely tell the other driver that I had been waiting for the spot. (Possible consequences are that she tells me that she doesn’t care, but maybe she will apologize and let me have the spot.)
Solution 4: I could speed away in anger. (Possible consequences are that I end up getting in an accident in the parking lot.)

Question #5: Circle the solution that would be the best win-win option in this situation. Tell the students that you think the best solution is to use self-talk to calm down and look for another spot. It’s not worth it to get upset and risk getting in a fight or an accident over a parking spot.

- Explain that the students will use the Think-It-Through sheet during Teamwork to help a character in a comic strip solve a problem. Tell the students that they will do this several times throughout the year with other comics and short videos in a game called Think It Through, It Could Be You!

Teamwork

1. Give each team a “Think it through, it could be you! Math Meltdown” sheet.
2. Show the Math Meltdown comic on the whiteboard or overhead. With the help of a couple of student volunteers, read the comic aloud.
3. Have the teams do a team huddle to answer the first three questions on the “Think it through, it could be you! Math Meltdown” sheet. Use Random Reporter to have teams share responses, and chart them on a master “Think it through, it could be you! Math Meltdown” sheet.

Sample answers:
1. Jayden doesn’t understand how to do his math homework.
2. Jayden feels frustrated.
3. No, the problem only involves Jayden.

4. Point out that in the final frame of the comic, Jayden identifies the different ways that he could handle the situation. Ask teams to write each solution in the solution boxes on the “Think it through, it could be you! Math Meltdown” sheet. Have teams do a team huddle to brainstorm the possible consequences of each solution. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you! Math Meltdown” sheet.

Sample answers:

Solution: Jayden could crumple up his paper and just give up!
Consequence: Jayden will get a bad grade for not doing his homework, and he won’t understand how to do the problems in math class.

Solution: Jayden could take a walk and try the problems again later!
Consequence: After he takes a walk, he may feel calmer and be able to focus and figure out the math problem.

5. Have teams do a team huddle to identify the solution that would be the best win-win option in this situation and why. Use Random Reporter to have teams share answers.
6. Give the students a few minutes to role-play the solution in their teams.
7. Debrief the Think-It-Through process by asking a few teams to share their role-plays with the rest of the class. See if all the teams decided to solve Jayden’s problem the same way. Discuss why the teams did not choose some of the solutions. Use Buddy Buzz to ask:

**What are some ways that Jayden could use Stop and Think strategies and remain calm in this situation?**

Jayden could take a walk, he could take deep breaths, he could close his eyes and visualize himself solving the problems, or he could use self-talk to remind himself to stay calm and then ask someone for help.

**Have you ever had an experience similar to Jayden’s? What did you do? Could you have handled it differently and used a strategy to stay calm?**

*Answers may vary.*

- Remind the students that the Think-It-Through sheets are always available at the Thinking Spot and that they should feel free to use them at any time.

8. Have the students complete a journal entry to reflect on what they learned and to self-assess their ability to stay calm and in control. Ask the students to write the following:

- Choose one time during the day when it is easy for you to use your Stop and Think skills to stay calm and in control (e.g., during silent reading, during music). What do you feel like and look like when you are calm?

- Choose one time during the day when you have difficulty using Stop and Think to stay calm and in control (in the auditorium when you have to be quiet, waiting in line in the cafeteria, etc.).

- Choose three Stop and Think strategies you can use to stay calm and in control (e.g., taking deep breaths, going for a walk, closing your eyes, using self-talk).

- Explain that the students will re-evaluate this list throughout the year to see if they are getting better at staying calm during these times.

**Reflection**

**The Big Q:**

How do Think-It-Through sheets help you stop and think?

*Think-It-Through sheets help you stop and think about how you feel and then think about different solutions to a problem and the consequences of each solution. Once you have thought through the problem and solution, you will be better able to pick the best one.*
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 project in which they make a picture of a place that makes them feel calm. Encourage the students to keep this picture and look at it when they are trying to stay calm.

• Use the Think-It-Through sheet to evaluate a character’s actions in books that the students are reading.

• Incorporate relaxation exercises into the daily routine. For example, play calming music, have the students do stretches or basic yoga stances, or have the students close their eyes to do a brief meditation.
1. What is the problem?
2. How do you feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could you do to solve this problem?
5. Circle the best win-win solution for this situation.
Jayden had been doing his math homework for over half an hour already! He didn’t understand decimals. He kept staring at the page and didn’t know what to do! Jayden was feeling very frustrated!

When will I use this stuff? It’s a waste of time!

I could crumple up my paper and just give up!

I could ask an adult or a friend for help!

I could copy the answers from my friend in school tomorrow.

I could take a walk and try the problems again later!
1. What is Jayden’s problem?

2. How does Jayden feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Jayden do to solve this problem?

5. Circle the best win-win solution for this situation.
Lesson 3 Journal Entry

– Choose one time during the day when it is easy for you to use your Stop and Think skills to stay calm and in control (e.g., during silent reading, during music). What do you feel like and look like when you are calm?

– Choose one time during the day when you have difficulty using Stop and Think to stay calm and in control (in the auditorium when you have to be quiet, waiting in line in the cafeteria, etc.).

– Choose three Stop and Think strategies you can use to stay calm and in control (e.g., taking deep breaths, going for a walk, closing your eyes, using self-talk).
Flexible Thinking

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 Categories 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 think flexibly and switch from one task to another, especially for academic tasks.

ADVANCE PREPARATION

- Have the Brain Game deck of cards available with the Cognitive Flexibility games on top.
- Add a “Think flexibly” sentence strip to the Train Your Brain! poster.
- Gather materials for the Teamwork stations (a pencil, pen, marker, crayon, book, paper, calculator, plastic ruler, paper clip, and roll of tape). Each team needs the same materials.
- Have a stopwatch or timer available.
- Copy and cut out the station instruction cards—one set per team.

Agenda

**Active Instruction**

- Introduce the new category of Brain Games—those for cognitive flexibility.
- Play the Cognitive Flexibility Brain Game Categories as a class to practice the skill.
- Use a Think Aloud to model how to think flexibly and switch your thinking from one task to another when multitasking.
Teamwork

- Teams work their way through stations to practice thinking flexibly from one activity to another.
- In their journals, the students identify times during the school day when they have a hard time thinking flexibly.

Reflection: Ask the Big Q.

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

Active Instruction

1. Review that this week the students have been working on Brain Game skills that will help them work together in their teams. Explain that today the students will learn about a new category of Brain Games called Cognitive Flexibility. Tell the students that they will learn more about these big words in a minute. Explain that one part of cognitive flexibility has to do with switching your thinking from one activity to 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:** What can you do to remind yourself to think flexibly and switch your thinking when moving from one task or activity to another?

2. Point to the Train Your Brain! poster under the Tools for Teamwork, and add the new category: think flexibly. Talk about what this means with the students. Discuss how think means the ideas, processing, and learning that goes on in our brains. And then talk about what flexibly means. Use **Buddy Buzz** to ask:

   **Can you describe or demonstrate what it means to be flexible or to have flexibility?**

   *Hopefully some of the students will say that flexibility is the ability to adapt to new or changing circumstances. Many of the students may mention being able to stretch and bend their bodies.*

   - To give the students some experience with thinking flexibly and switching their thinking, play the Categories Brain Game as a class. See the Brain Game card for directions.

   - Highlight how this game gives the students practice in switching their thinking from one category to the next. For example, if the category switches from foods to names of movies, you have to stop your brain from thinking about foods and switch to thinking about movies. Tell the students that the goal is to practice making smoother, quicker transitions from one category to the next.

3. Summarize that thinking flexibly has to do with being able to adapt, or change, our thinking to fit the situation. A good example of this is when you are trying to accomplish several things within a short amount of time. To move quickly from one activity to another, you need to gauge which skills are required for each situation. Use **Buddy Buzz** to ask:
Do you often do many things within a short amount of time? How are you able to do that?

*Answers may vary. Encourage the students to think and talk about how they are able to switch quickly from one thing to another when multitasking.*

- An example of this is if you are talking on the phone, responding to an e-mail, and cooking dinner at the same time. Explain that your brain has to switch from thinking about one task to another. Use a Think Aloud to model some of the self-talk (conversation to yourself in your mind) that you might use as you switch from one activity to another.

  - First, I am talking on the phone with my best friend. I am laughing and not thinking too hard about what I’m saying because it’s my best friend.

  - Now I am responding to an e-mail from my boss. I have to switch my thinking to use more formal, polite language in the e-mail to my boss. I can’t be as informal as I am with my best friend. I am focusing on what I’m writing in the e-mail instead of listening to what my friend is saying on the phone.

  - The e-mail is sent, so now I’m going to switch my attention to making dinner. I need to pay attention to cooking my dinner so I don’t do it wrong. I need to put my friend on hold for a minute to make sure that I put all the correct ingredients in the pot. I remind myself to put what my friend just told me about her cousin out of my mind so I can focus on the ingredients that I need to take out of the refrigerator.

- Ask the students to share examples of times when they had to think flexibly and switch their thinking quickly from one task to another.

### Teamwork

**15 minutes**

1. Give each team a set of station activity materials (a pencil, pen, marker, crayon, book, paper, calculator, plastic ruler, paper clip, and roll of tape). Explain to the students that you will give them instruction cards that explain what to do with the materials at their tables. Each card will have a different set of instructions. Tell the students that you will use a timer and that they will have to work quickly to do what the card says. Remind the students that they will need to think flexibly and switch their thinking. Pass out card 1 to each team, and ask the students to keep the card face down until you say to begin.

   - Set the timer for 1 minute, and have the teams turn over card 1 and follow the instructions. Circulate as the teams work, making sure that they are following the instructions on the card. Place card 2 face down at each team’s station.

   - After 1 minute, call time. Reset the timer, and have the teams turn over card 2 and immediately start following the instructions on the new card. Circulate as the teams work, making sure that they are following the instructions on the card. Place card 3 face down at each team’s station.

   - Repeat the above steps for card 3 and card 4.
2. Debrief the station activity by talking about how the students were able to quickly switch their thinking from one card's task to the next. Use Buddy Buzz to ask:

   **How did you switch your thinking with each new set of instructions?**
   **What strategies did you use?**

   *Answers may vary. For example, I used self-talk to tell my brain to stop thinking about the information from the previous card. Then I repeated the new instructions over and over in my head.*

   • Have the students take out their journals. Ask the students to think about times during the school day when they need to switch their thinking. For example:
     - When going from one class to another
     - When going from recess to the classroom
     - When going from one type of math problem to another (e.g., a word problem in which you need to divide versus a word problem in which you need to subtract)

   • Tell the students to record the following in their journals:
     - One time during the day when it is easy to think flexibly and quickly switch your thinking from one activity to another
     - One time during the day when it is difficult to think flexibly and quickly switch your thinking from one activity to another
     - One strategy that you will use to help you switch your thinking in these situations, for example, self-talk to remind yourself to switch your thinking, a hand signal such as tapping your head, etc.

**Reflection**

**The Big Q:**

What can you do to remind yourself to think flexibly and switch your thinking when moving from one task or activity to another?

*Answers may vary. For example, I can use self-talk to remind my brain to stop thinking about the last task or activity and switch to thinking about the new activity.*
**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**

- Plan a couple of times during the day when you will move the class very quickly from one task or activity to another, and see how quickly the students are able to switch their thinking.

- If you have the card game SET® available, bring it into the classroom for the students to play.
Station Instruction Cards

Card 1
Organize the materials at your table into groups by color. For example, put all the yellow objects in one group, all the black objects in another group, etc.

Card 2
Organize the materials at your table according to the first letter of each object’s name. For example, put all the objects that start with p in one group, all the objects that start with c in another group, etc.

Card 3
Organize the materials at your table according to what they are used for. For example, put all the objects that are used for writing in one group, all the objects that are used for math in another group, etc.

Card 4
Organize the materials at your table according to what the object is made of. For example, put all the plastic objects in one group, all the metal objects in another group, etc.
Lesson 4 Journal Entry

– One time during the day when it is easy to think flexibly and quickly switch your thinking from one activity to another.

– One time during the day when it is difficult to think flexibly and quickly switch your thinking from one activity to another.

– One strategy that you will use to help you switch your thinking in these situations, for example, self-talk to remind yourself to switch your thinking, a hand signal such as tapping your head, etc.
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 On My Pizza, I Like 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 different memory techniques and practice strategies to improve memory.

ADVANCE PREPARATION

- Have the Brain Game deck of cards available with the Memory Brain Games on top.
- Have the Train Your Brain! poster available in the classroom.
- Copy the Memory Champ page—one per student.
- Have a deck of playing cards available.
- Have the Getting Along Together Strategy Card available—one per student.
- Prepare the Getting Along Together Strategy Card for the whiteboard or overhead.
- 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

- Review Memory Brain Games and techniques.
- Model a few memory techniques, such as using mnemonic devices, chunking information, or creating a story about the information you need to remember.

Teamwork

- With a partner, the students read the Memory Champ page.
- The students practice strategies to remember information.
- The students record their self-assessments of their use of memory techniques in their journals.

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 focus on the final category of Brain Games. See if the students can identify the final category. Memory. Point out that it’s important for teammates to remember things about one another and to remember information to complete tasks. 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 memory strategy that you are going to use in school? Give an example of how you will use it.

2. Ask the students to recall some of the Brain Games they have played that practice memory skills. Possible answers include On My Pizza, I Like and What is Missing? Use Buddy Buzz to ask:

   What memory strategies do you use when you play these games?
   Answers will vary. For example, I focus and pay close attention, and I use self-talk to repeat what I need to remember.

   What strategies do you use to remember important information for classes in school?
   Answers may vary. For example, I make lists of what I need to remember and group together items that have something in common. I focus on what I need to remember and ask questions to make sure I understand.

3. Brainstorm some other strategies for improving memory. Discuss and model a few of the strategies and how they can be useful for specific tasks in school. Explain that one strategy the students may have used is a mnemonic device such as acronyms. An acronym is a word or phrase formed by the first letter of each word that you want to remember. For example, some people use the word HOMES to remember the names of the Great Lakes (Huron, Ontario, Michigan, Erie, and Superior).
• Write the names of the Great Lakes on the board, and use **Buddy Buzz** to ask:

  *Can you think of a short phrase using the first letters of each lake that might help you remember the names of the Great Lakes? The order is not important.*

  *Answers will vary. For example, one phrase could be “Many hens sit on eggs.”*

  *What are some tasks in school in which using a mnemonic device would be helpful?*

  *It would be helpful for remembering a list of names or other short lists of information. For example, it could be used to remember the names of the seven continents, the names of the planets, or the order of operations in math.*

• Another memory technique is to chunk, or group together, information that is similar or has something in common. Tell the students that you need to remember to get the following items at the store on the way home (post the list of items so it is visible to all students): apples, juice, bananas, milk, grapes, and lemonade. Use **Buddy Buzz** to ask:

  *How could I group this information so I remember it?*

  *Answers may vary. For example, you could group the three fruits (apples, bananas, and grapes) and the three drinks (juice, milk, and lemonade).*

  *How could chunking similar information be useful for remembering information in school?*

  *Answers may vary. It is easier to remember a small amount of related information than all the information about a subject. For example, I could chunk similar information when I’m reading nonfiction pieces in science or social studies. I could make a list of three types of rocks and three types of soil from a chapter I read in science.*

• A third memory technique is to create a story or a song to help you remember. Explain that many people use a poem to help them remember the number of days in each month. Here is one version of that poem:

  *Thirteen days has September,*

  *April, June, and November.*

  *All the rest have 31,*

  *Except for February which has 28,*

  *Except in leap year, that’s the time,*

  *When February has 29.*

• Use **Buddy Buzz** to ask:

  *Have you ever made up a story or song to help you remember something for school?*

  *Answers may vary. For example, I made up a song to help me remember common fractions.*
• Summarize and chart the memory strategies that the students have talked about so far:
  – Use mnemonic devices.
  – Group together similar information.
  – Create a story or song.

**Teamwork**

1. Pass out a copy of the Memory Champ page to each student. Have the students read the article with a partner. Make any accommodations that you feel are necessary if the article’s reading level is too difficult.

• Debrief the article when the students are finished. Use **Think-Pair-Share** to ask some of the following questions:

  **How did Nelson Dellis become the memory champion?**
  
  *He practiced the strategies over and over and became faster and faster.*

  **What did you read in the article that surprised you?**
  
  *Answers may vary. For example, I was surprised that he associated numbers with people and actions. I had never heard of that before.*

  **How could you use one of his strategies in school?**
  
  *Answers may vary. For example, I can associate things I’m trying to remember with people and actions to create a story.*

2. Pass out five or six playing cards to each team. Explain that the students will get a taste of how hard the memory champion had to work. Have the students use a memory strategy to practice remembering the order of the cards, including the number and suit of each card. Tell the students to take turns and shuffle the cards between each turn.

• Have the students use the person-action-object technique to recall a multidigit number. For example, have the students make up a seven-digit number and see if their teammates can make up a story to remember the number.

• Use **Random Reporter** to debrief the activity, and ask the students to explain how they used a memory strategy.

3. Have the students take out their journals. Explain that this week they have been learning about the Brain Game skills and how these skills will help them learn as a team. Give the students a minute to think about the different memory strategies that they talked about today. Ask the students to record the following in their journals:

  – One memory strategy that you feel you have used successfully in school
  – One new memory strategy that you want to try this year

• Remind the students to come back to this page in their journals and reflect on how the strategy worked for them.
4. Refer to the Train Your Brain! poster under the Tools for Teamwork, and stress that the students have learned many skills and strategies this week to help them work and learn as a team. Pass out a Getting Along Together Strategy Card to each student. Explain that this card will help them remember all the useful strategies that they learned this week. Encourage the students to keep the card in their desks and refer to it any time during the day. Praise the students for doing such a great job learning all these skills this week!

Over the course of the year, there will be occasional brain-training breaks in which the students revisit these skills, assess their strengths and weaknesses, and identify strategies for further improvement. These brain-training breaks, reinforced by frequently playing Brain Games, offer the students ongoing practice in the four key cognitive areas: focus, self-control, memory, and cognitive flexibility.

Reflection

The Big Q:

What is one memory strategy that you are going to use in school? Give an example of how you will use it.

Answers will vary. For example, I will try to create a story to help me remember facts during social studies, or I will associate each historical figure with someone I already know and create a story to remember information about each person.

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

- Plan a memory contest for the class if the students are interested.
- Encourage the students to play the Brain Games whenever they have time during the day. Just like the memory champion, the more they practice, the better they will get.
- Point out opportunities for the students to use memory strategies, for example, to remember the names of state capitals or the lines of a poem.
- Have the students practice memory tasks and play memory games online at a site such as lumosity.com, or type “online memory games” into a search engine to find other similar sites.
Memory Champ

Nelson Dellis won the USA Memory Championships two years in a row in 2011 and 2012. What does it take to become a memory champion? According to Dellis, lots and lots of practice.

Dellis never thought of himself as having a good memory. When his grandmother suffered from Alzheimer’s disease, he realized how important it was to take care of his memory. So, he did some research and started to train his memory!

After lots of practice, Dellis was able to memorize the order of an entire deck of cards and numbers more than 300 digits. Do you know how big of a number that is? Is it bigger than this:

42974013481249859623910884337579223214359876903239

This number is only 50 digits—Dellis can memorize six times this number! How does he memorize so many numbers? He uses a method called “person-action-object.” Each number is linked with a person and an action and object. For example, 124 is Michael Jordan doing something with a basketball.

He breaks longer numbers down into 7 digits. He makes up stories for each set of seven digits. Like Michael Jordan is taking a bath with a broom in his hand. Dellis does the same thing with cards, with each one representing a person, action, or object. He links the cards or numbers together by creating stories in his mind.

Do you have what it takes to be a memory champ? Start practicing and see how you do. Dellis believes you can do it!

Strategy Card

How do I FOCUS?
- Practice active listening.
- Clear my work area, and limit noise and other distractions.
- Keep my eyes on the speaker or task.
- Use self-talk.
- Have a plan with a goal.
- Take notes.

How do I STOP and THINK?
- Use self-talk to tell myself to stop.
- Use Stop and Stay Cool to calm down.
- Take a break from what I’m doing.
- To help myself wait, I can think about something else to pass the time.
- To stop hurtful or interrupting words, I can breathe deeply, try self-talk, or press my lips together.
- Try to keep my hands in my pockets or my arms crossed to keep my hands to myself.
- Ask a teammate or friend to give me a signal when I’m forgetting to stop and think.

How do I THINK FLEXIBLY?
- Use self-talk to remind myself that there may be more than one way to solve a problem.
- When I get stuck, I can close my eyes, relax, and clear my mind.
- When I get stuck, I can take a short break from the problem and come back to it from another angle.
- Keep a rubber band on my desk to remind myself to stretch and switch my thinking.

How do I REMEMBER?
- Practice active listening, especially my focus skills.
- Make sure that I understand what I’m supposed to remember, and ask questions if I don’t.
- Create a reminder word (e.g., HOMES to remember the Great Lakes).
- Repeat in my head what I need to remember.
- Take notes.
- Make a mind movie, a story, or a song about what I need to remember.
- Connect new information with something that I already know.
- Group similar things together (e.g., things that are in the same category, things that rhyme, etc.).
**How do I COOL DOWN?**

- Use Stop and Stay Cool.
- Take slow, deep breaths.
- Take a break.
- Use self-talk to calm myself down.
- Go to the Thinking Spot.
- Use the Settle-Down Jar.

**How do I SOLVE CONFLICTS?**

- Get calm.
- Stop in my tracks, and get the facts.
- Use an “I” Message.
- Use empathy.
- Use the steps of the Peace Path.
- Use a conflict solver.
- Use the Cool Rule and hurdles strategies.
- Use a Think-It-Through sheet to think through my options.

**Win-Win Conflict Solvers**

- Share.
- Take turns.
- Apologize.
- Compromise.
- Make amends.
- Laugh it off.
- Get help.
- Find something else to do.
- Ignore it once.
- Talk it out.
- Take a break.
- New idea?

**Self-Talk**

**Steps to Replace Negative Self-Talk With Positive Self-Talk**

1. Catch the negative.
2. Stop and Think!
3. Calm down/breathe.
4. Replace the negative with positive.

**Self-Talk Tips**

- Toss OUT negative words, toss IN positive words.
- Keep self-talk believable and realistic.
- Turn negative statements into questions.
- Be your own best friend.
Lesson 5 Journal Entry

– One memory strategy that you feel you have used successfully in school

– One new memory strategy that you want to try this year
Creating a Feelings Universe

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 Bobby Bright 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 expand their feelings vocabulary by creating a Feelings Universe and will understand how to use the words to effectively communicate their feelings.

ADVANCE PREPARATION

- Have the Feelings Thermometer available.
- Prepare an area of the classroom to post the Feelings Universe.
- Have a copy of *Yesterday I Had the Blues* by Jeron Ashford Frame available. **Note:** The pages are not numbered, so please number them, starting with the first page of text as page 1.
- If possible, have a mood ring (or a picture of one) available.
- Prepare a sample “I” Message sentence starter (“I feel ________ when you ________ because it seems ________”) for the whiteboard or overhead.
- Have different colors of paper available for teams to create feelings planets. A blackline master with additional planets and moons is provided with this lesson to add feelings to the Feelings Universe. Please copy additional moons and planets as needed.
- 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 *Yesterday I Had the Blues* to introduce a discussion of different feelings.
- Discuss feelings, and review the Feelings Thermometer.
- Review how to communicate feelings with “I” Messages, and explain the underlying assumptions when you add “it seems” to the “I” Message.

**Teamwork**
- Each team creates a planet to build the Feelings Universe.
- Teams present feelings planets and start to add more words to the Feelings Universe.
- The students practice giving “I” Messages to their partners.
- The students write a personal experience with one of the feelings in their journals.

**Reflection:** Ask the Big Q.

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

**Active Instruction**

1. Remind the students that last week they talked about Brain Game skills that would help them learn together. Point to the Tools for Teamwork, and quickly review what the students learned last week. (Refer to the Getting Along Together Strategy Card.) Explain that today they will focus on identifying feelings and how to communicate their feelings to others. Identifying and communicating their feelings is a key component to working well 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 color would you wear if you were feeling happy? Why?

2. Tell the students that you are going to read a story to introduce today’s topic, feelings. Hold up *Yesterday I Had the Blues* by Jeron Ashford Frame, and ask:

   **What do you think the title means?**

   Encourage the students to share answers.

   - Read the story aloud, and pause to ask some of the following questions:
     
     **Looking at the boy’s facial expressions on pages 3 and 5, how do you think he is feeling? Why?**
     
     *Accept reasonable responses. For example, I think he feels grumpy, mad, sad, or frustrated.*

     **Why do you think the boy decides not to ask his dad for a new skateboard when his daddy has the grays?**
     
     *Accept reasonable responses. For example, I think his dad is sad or worried about something since he is holding his head and the expression on his face is pained, so the boy figures that it’s not a good time to ask for something.*
How does Sasha feel when she has the pinks? How can you tell?

*Sasha feels happy when she has the pinks because she dances, wears glitter, and jumps and smiles.*

How does his mama feel when she has the reds? How can you tell?

*His mama looks mad because her face is scrunched up and she has her arms folded.*

5 minutes

Discuss the Feelings Thermometer.

3. Debrief the story by talking about how the author used colors to communicate feelings. See if the students were able to clearly associate the colors in the book with how the characters were feeling. If you were able to get one, hold up a mood ring. (You can also use a picture of one.) Use Buddy Buzz to ask:

**Do you know how a mood ring works?**

*Allow the students to share their ideas. A mood ring changes color based on the body temperature of the person wearing or touching it. The color is supposed to illustrate your mood.*

• Remind the students of the tool they use in Getting Along Together to measure their feelings or mood—the Feelings Thermometer. Hold up the Feelings Thermometer, and ask:

**How do we use the Feelings Thermometer to measure our feelings?**

*As the intensity of our feelings goes up, we color the Feelings Thermometer upward to a higher number. A 5 shows the strongest level of a feeling.*

• Put the Feelings Thermometer under the Tools for Teamwork in the classroom.

4. Explain that once the students recognize how they are feeling, it’s important to tell others how they feel. Use Buddy Buzz to ask:

**What do we use in Getting Along Together to tell others how we feel?**

*I* Messages.

**What is an example of an “I” Message?**

*Answers will vary. For example, “I feel mad when you borrow my stuff without asking.”*

• Tell the students that they are going to expand the “I” Messages to communicate their feelings more completely in certain situations. Display the “I” Message sentence starter “I feel ________ when you ________ because it seems ________” on the whiteboard or overhead. Explain that by adding the phrase “it seems,” the “I” Message now communicates some of the underlying assumptions that led to the person’s feelings. For example, read aloud the following “I” Message:

*I feel mad when you take my stuff from my desk without asking because it seems like you don’t respect my privacy.*

• Point out that the second part of the “I” Message, after “it seems,” is your opinion or perception of the other person based on his or her actions. Explain that you need to check it out and find out whether your perception is actually true. In the preceding example, your friend may have borrowed a pencil from your desk because his broke. It doesn’t mean that he doesn’t respect your privacy. He may have just forgotten to ask before borrowing it.
• Give the students a scenario to practice giving expanded “I” Messages with their partners. Say:

**You find your friend’s book on the floor in the hallway. When you come into the classroom, your friend sees you with the book, points at you, and says, “Why did you steal my book? I have been looking all over for it!”**

• Have partners turn to each other and, pretending to be the friend holding the book, give an expanded “I” Message. Encourage the students to think about how they would feel if a friend accused them of stealing. Circulate and listen to the students’ “I” Messages.

_A possible “I” Message is: “I feel hurt when you accuse me of stealing because it seems like you don’t trust me and think I’m a bad person.”_

• Explain that the students may still use the basic “I” Message to convey their feelings (“I feel ________ because________”), but they can use an expanded “I” Message if they think it will better communicate how they feel in particular situations. Highlight that by expanding the “I” Message to include “it seems,” it will allow the students to understand how their actions are viewed by others and why. The students will get to practice expanded “I” Messages in other units throughout the year.

**Teamwork**

1. **10 minutes**

   1. Tell the students that they will work on expanding their feelings vocabulary this year. Remind the students of the Feelings Tree that they used in earlier grades. Explain that this year they are going to create a Feelings Universe. Refer to the Feelings Universe that you have posted in the classroom, and point out that three planets (happy, sad, and mad) are included in the Feelings Universe already. Explain that as they discuss feelings vocabulary throughout the year, they will decide where to put each word in the Feelings Universe. Some words will become a new planet, and other words will become moons that get attached to an existing planet. For example, if the word is *elated*, you would write it on a moon and add it to the happy planet. The goal is for the students to build their feelings vocabulary and have rich discussions about where each new word belongs.

   • To start building the Feelings Universe, assign each team to one of the following feelings:

     happy, sad, mad, calm, confused, embarrassed, worried, proud

   • Give the following directions:

     - Have the teams discuss their assigned feeling and what it means.

     - Teams make a planet for their feeling. The three teams assigned to happy, sad, and mad do not have to make their planet, but they can decide to make their planet a new color. A blackline master is included, or the students can cut out a planet using colored paper. Encourage the students to be creative, and to choose a color that they think is best for their feeling. Have several different colors of paper available, or have the students use crayons or markers to color their planet. Remind the students to write the name of their feeling on the planet.
– Challenge teams to make a list of synonyms, or words that are similar in meaning to their feelings word. Have the students write the associated words on moons to attach to their planet. The students can cut out moons using the blackline master.

– Tell teams to be prepared to present their planet and moons to the rest of the class.

2. Have each team present their planet and moons to the rest of the class. Tell teams that they need to explain:

– what their feeling is and what it means,
– why they chose the color that they did for their planet, and
– what some synonyms are for this feeling.

• As each team presents their planet, ask them to hang the planet on the Feelings Universe. As they present each synonym, ask them to hang the moons on or near their planet on the Feelings Universe. Ask the other teams if they agree with the moons assigned to each planet. You can decide with your students that some moons may belong between two planets. For example, a feeling like jealous could be between sad and mad. Sometimes you feel jealous and mad, and other times you feel jealous and sad.

3. Have the students get with their partners. Tell the students to think about a time when they experienced one of the feelings in the Feelings Universe. Have the students write an “I” Message to tell their partners how they felt in this situation. Circulate as the students share their “I” Messages, and award team points to the students using active listening.

4. Ask the students to take out their journals. Have each student choose one of the feelings in the Feelings Universe and write about a time when he or she had that feeling. Encourage the students to describe the experience, how they felt, and what they did to communicate their feelings.

Reflection

The Big Q:

What color would you wear if you were feeling happy? Why?

Accept supported answers. For example, I would wear green because it’s my favorite color, and it makes me feel even happier when I wear it.
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 a research project on mood rings and other objects that are supposed to measure a person’s mood.
- Write a poem using a color to describe a mood.
- Conduct a survey to find out what people feel when they see certain colors.
Feelings Universe Planets and Moons
Unit 1 | Lesson 7
Paraphrasing and Questioning

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 Questions 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 that paraphrasing and asking questions are an important part of being a good listener, and they will learn to distinguish between closed- and open-ended questions.

Advance Preparation

- Continue to have the Tools for Teamwork posted in the classroom with materials from the lessons in week 1.
- Have the Active Listening poster displayed.
- Copy the “What would you ask?” sheet—one per partnership.

Agenda

Active Instruction

- Remind the students that this week they will focus on the Tools for Teamwork that help them get along together.
- Review the parts of active listening and why listening is important for teamwork.
- Discuss the purpose of paraphrasing.
- Describe the difference between closed- and open-ended questions.
Teamwork

- Practice paraphrasing and asking open-ended questions.
- The students write paraphrasing sentence starters in their journals.

Reflection: Ask the Big Q.

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

Active Instruction

1. Remind the students that this week they are learning tools for teamwork to get along with one another. Yesterday they focused on identifying and communicating their feelings, and today they will focus on listening skills. Explain that all the skills they are learning this week will help them build strong teams and a cooperative classroom. 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 paraphrasing an important part of being a good listener?**

2. Point to the team cooperation goals that are listed under the Tools for Teamwork. Remind the students that in lesson 1, they learned about the team cooperation goals. Use **Buddy Buzz** to ask:

   **What are the five team cooperation goals?**
   
   *The five team cooperation goals are practice active listening, help and encourage others, explain your ideas/tell why, everyone participates, and complete tasks.*

   • Explain that today's lesson focuses on the skill of active listening. Review the main parts of active listening. Point to the Active Listening poster, and ask:

   **What are the parts of the active-listening posture?**
   
   *The active-listening posture includes looking at the speaker, being quiet, and sitting still.*

   **What else do you need to do to be a good active listener?**
   
   *You need to focus, say it back, and ask questions to be a good listener.*

   **Why is being a good listener an important part of teamwork?**
   
   *Answers may vary. For example, teammates need to listen to one another’s ideas and understand one another to work well as a team.*

3. Explain that today the students will focus on how paraphrasing and asking questions are important parts of being an active listener. Point to “Say it back,” on the Active Listening poster, and explain that paraphrasing is repeating back, in your own words, what you heard someone say. Use **Buddy Buzz** to ask:

   **Why do you think it’s important to say it back, or paraphrase, what you heard someone say?**
   
   *Paraphrasing is important because it allows the listener to check that he or she correctly heard what the speaker said.*
• Explain that when they paraphrase, they don’t have to repeat word for word what someone said. They can shorten it when they put it into their own words, as long as the meaning remains the same. Make the connection to the skill of summarizing in reading.

• Explain that when they listen to their teammates, sometimes they might paraphrase what the person said, and sometimes they might paraphrase how a person feels. When paraphrasing how a person is feeling by looking at his or her facial expression, it’s important to check it out and make sure that you are correct. For example, suppose I say, “Spiders give me the chills,” while smiling. Use Buddy Buzz to ask:

   How do you think I feel about spiders?

   Answers may vary. For example, I think you are scared of spiders because they give you the chills, but I’m not sure because you are smiling.

   If you only looked at my face, how would you think I felt?

   I would think you liked spiders because you are smiling.

• Emphasize the point that it’s hard to know exactly how someone feels or thinks, so it’s important to check it out. Paraphrasing also gives the speaker a chance to be clear about what he or she is saying. With the example above, maybe the person gets the chills because he or she really loves spiders! Paraphrasing helps both the listener and the speaker to be clear about what has been said.

4. Point to “Ask questions” on the Active Listening poster. Use Buddy Buzz to ask:

   Why do you think it’s important to ask questions?

   Encourage the students to share their thoughts.

• Summarize that asking questions helps to:
  – get facts,
  – encourage others to talk and express their opinions and feelings, and
  – show the speaker that you are listening and interested in what he or she is saying.

• Talk about the difference between closed- and open-ended questions. Explain that closed-ended questions are those that require a short or limited response. Questions that can be answered with a yes or no are closed-ended. Closed-ended questions gather simple facts and specific information. Relate closed-ended questions to Right There questions that the students answer about texts in reading. Explain that these questions are called closed-ended because they ask for a limited response that could end the discussion, for example, “Do you play sports?” or “How many brothers or sisters do you have?”

• Open-ended questions are those that promote discussion and thinking because they are open to many different answers. Relate open-ended questions to Think questions that the students ask in reading. Open-ended questions are good for conversations because they encourage people to share and talk, for example, “Why do you like to play basketball?” or “How did you learn to play the guitar?”
Let's see how well you can tell the difference between open- and closed-ended questions. If I read a question that is open-ended, give a thumbs up.

Do you like apples?
Closed.

Why do you like to draw?
Open (thumbs up).

How old are you?
Closed.

What is your name?
Closed.

Why is that your favorite book?
Open (thumbs up).

Why do you like dogs?
Open (thumbs up).

**Teamwork**

1. Have the students practice paraphrasing and asking questions. Hand out a “What would you ask?” sheet to each set of partners. Give the following directions:

   - Partner 1 reads paragraph 1 aloud to partner 2.
   - Partner 2 paraphrases what partner 1 said.
   - Together think of one closed-ended question and two open-ended questions to ask.
   - After partners complete paragraph 1, have them follow the same instructions for paragraph 2, but this time partner 2 reads, and partner 1 paraphrases.
   - Debrief the activity by asking the following questions:
     
     **How did you use your own words to paraphrase what your partner said?**

     Encourage the students to share how they used their own words.

     **Why are both closed- and open-ended questions important?**

     Accept reasonable responses. Closed-ended questions help to get facts about the situation (e.g., How late were you for school?). Open-ended questions help to gather more information about feelings and opinions about a situation (e.g., Why did you slam the car door?).
2. Have the students take out their journals. Ask the students to write about some times when they might want to paraphrase what someone says. Have the students list some paraphrasing sentence starters in their journal. For example:

- I understand that you feel that…
- It seems that you thought…
- So you’re telling me that…
- I hear you saying that…

**Reflection**

**The Big Q:**

Why is paraphrasing an important part of being a good listener?

Answers may vary. For example, paraphrasing lets the speaker know that you are listening and provides a chance to clear up any misunderstandings.

**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 listen to historical speeches on the Internet and paraphrase the speaker’s message.
- Highlight asking closed- and open-ended questions about texts that the students are reading in all subject areas.
What would you ask?

**Paragraph 1:**
This morning I was late getting to school. I overslept. My mom’s car wouldn’t start. There was a detour on the road. When we were finally almost to school, I realized that I had forgotten my lunch. We had to drive all the way back home. I slammed the car door and stomped up to the house.

Closed-ended question:

Open-ended questions:
1.

2.

**Paragraph 2:**
I filled a glass with warm water. I was about to pour in the medicine when I heard an awful screeching sound. I put down the glass and looked around the room. I didn’t see anything. I picked up the glass again. I was about to drink it when I heard the horrible squealing noise again. I dropped the glass and banged my head on the table.

Closed-ended question:

Open-ended questions:
1.

2.
Coping with Strong 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 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 What’s the Story? 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 calm down when they feel a strong emotion (e.g., a strong feeling of frustration).

ADVANCE PREPARATION

☐ Have the Feelings Universe and the Feelings Thermometer posted in the classroom.
☐ Have a copy of Nothing but Trouble: The Story of Althea Gibson by Sue Stauffacher available. **Note:** The pages are not numbered; please number them, starting with the first page of text as page 1.
☐ Have chart paper available to post the Stop and Stay Cool Steps. **Note:** The Stop and Stay Cool poster is included with the GAT poster set, but we suggest making your own chart of the steps because most students in fourth grade prefer not to give themselves a Chilly hug.
☐ Optional: Have the Settle-Down Jar available. (See the Getting Along Together 2nd Edition Teacher’s Guide for a full description of how to make and use the jar.)

Agenda

Active Instruction

- Read Nothing but Trouble: The Story of Althea Gibson to introduce the topic of staying calm when you feel a strong emotion such as frustration.
- Discuss situations that lead to frustration, and identify the Stop and Stay Cool Steps.
• Talk about the physical signs of feeling a strong emotion.

**Teamwork**

• The students make a list of bad and good choices of what to do when they are feeling very frustrated.
• The students write a letter to Althea Gibson about how she handled feeling frustrated and offer her some advice on other strategies for staying calm.
• The students write a journal entry identifying frustration triggers and list three strategies that they will use to stay calm in these situations.

**Reflection:** Ask the Big Q.

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

**Active Instruction**

1. Remind the students that they have started a Feelings Universe and that they have practiced giving one another “I” Messages. Explain that being able to identify and communicate feelings are very important tools for teamwork. Tell the students that today they will talk about what to do when they experience a very strong feeling, such as when the feeling hits a 5 on the Feelings Thermometer. 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 new strategy that you will use to stay calm when you are experiencing a strong feeling such as frustration?

2. Read aloud *Nothing but Trouble: The Story of Althea Gibson* to introduce the topic of staying calm when you feel a strong emotion such as frustration. Before beginning the story, give the students some brief background about Althea Gibson. Althea Gibson was born in 1927 and became one of the greatest female tennis players. She won Wimbledon twice in 1957 and 1958. As you read, ask the students to listen for reasons that Althea experienced strong emotions such as frustration. Pause to ask the following questions as you read:

   - Page 3: Why did Althea’s teacher say, “I’d see a lot more of Althea if I taught lessons on the playground?”
     
     Because Althea loved to play sports outside, so sometimes she wouldn’t return from recess.

   - Page 10: Why did Buddy Walker help to scrounge up enough money to buy Althea a tennis racket?
     
     Because Buddy saw talent in Althea when she played paddle tennis on the street, and he believed that Althea could become a great tennis player. Buddy saw “music in the way she moved.”

   - Page 18: What did Buddy tell Althea about the importance of keeping her cool?
     
     Buddy told Althea that it was important to stay cool, follow the rules of the court, and not “to let the game play you.”
Page 21: What happened when Althea lost in her first real tennis tournament to Nana Davis?

Althea was angry at a kid in the grandstand who had been laughing at her, so she stormed to the stands to confront the kid. Althea was so mad that she didn’t stop to shake hands with her opponent first.

What did Althea learn about keeping her cool when she played?

Althea learned that when she became upset when she started to lose a match, it only made her play worse. She played better when she kept her cool.

3. Debrief the story about Althea Gibson by discussing situations that often lead to frustration. Remind the students that Althea became frustrated with some of the rules of the tennis court, and she got really angry when a kid laughed at her during a tournament. Refer to the Feelings Universe and the mad planet. Use Buddy Buzz to ask:

What is a word on the mad planet that conveys an intense feeling of anger, approaching a 5 on the Feelings Thermometer?

Answers will vary depending on the words in the Feelings Universe. Possible answers may include furious, livid, or irate.

Tell your buddy about a time when you were really angry, or furious, about something.

Encourage the students to share answers.

What is a strategy that we use to help us calm down when we experience a strong feeling?

We use Stop and Stay Cool.

• Review the Stop and Stay Cool Steps. Remind the students about the Stop and Stay Cool cartoon with Chilly. (Show the cartoon again if necessary.) Ask the students to show you the steps. Tell the students that they no longer have to give themselves a Chilly hug now that they are in fourth grade. Explain that Stop and Stay Cool is a process to stop and calm down, and there are many ways to do that.

• Have a discussion with the students to identify the following steps to Stop and Stay Cool:
  1. Recognize that you are losing control.
  2. Stop!
  4. Take slow, deep breaths (count to 5 as you breathe in and out).
  5. Give a thumbs up when you are cool.
• Post the Stop and Stay Cool Steps on a chart under the Tools for Teamwork. Explain that the students need to keep their emotions in check to work well together in their teams. Have the students suggest other strategies for staying calm. Remind the students to refer to the Getting Along Together Strategy Card for ideas, such as closing their eyes and relaxing or using self-talk to calm down. Keep a chart of the students’ ideas.

4. Point to the first step of Stop and Stay Cool, and talk about how to recognize when you are losing control. Talk about the physical signs of feeling a strong emotion. Remind the students of the term *impulse*—a surge of emotion that causes you to do something. Explain that to have control of their impulses and to keep their feelings in check, they need to recognize when they are losing control. Use Buddy Buzz to ask:

> **What happens to your body when you experience a strong feeling such as frustration?**

Accept reasonable responses. For example, *my face gets red, my muscles tighten up, I start sweating, and I grit my teeth.*

• Discuss the importance of learning to recognize the physical signs of an intense feeling and the need to stop and stay cool. Remind the students that they will get better at this the more they practice.

**Teamwork**

1. Point to the word *frustrated* on the Feelings Universe (add it if it’s not already there), and ask the students to imagine being in a situation that makes them feel extremely frustrated. Working with partners, have the students make a list of bad and good choices to make when they are feeling very frustrated. After a minute or two, use Random Reporter to have a few students share some of their bad and good choices. Highlight the importance of making good choices and of using the Stop and Stay Cool Steps to calm down.

2. Have the students write letters to Althea Gibson about how they think she handled feeling frustrated. Ask the students to describe Stop and Stay Cool to Althea and offer her some advice on other strategies for staying calm. The students can talk through ideas with their teammates. When the students are finished writing, partners can read each other’s letters.

3. Give the students a minute or two to discuss times during the day when they often get frustrated. After team discussion, have the students write a journal entry identifying the following:

  • List three frustration triggers—times when you tend to get frustrated (e.g., when waiting in line in the cafeteria, when trying to draw in art class, when trying to run fast during gym, when trying to do math problems).

  • List three strategies that you will use to stay calm in these situations (use self-talk, take slow, deep breaths, use meditation, etc.).
Reflection

The Big Q:
What is one new strategy that you will use to stay calm when you are experiencing a strong feeling such as frustration?

Answers will vary. For example, I will close my eyes and take deep breaths while counting to 5 until I feel calm.

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 write a song about remembering to stop and stay cool.
- Have the students find pictures of people in magazines or newspapers to show what it looks like when someone loses control.
- Review stories of professional athletes or other famous people who behaved badly and could have benefited from using Stop and Stay Cool. (Find stories and video footage on the Internet.) For example, Kevin Youkilis charged the mound after being hit by a pitch during a baseball game in August 2009.
Lesson 8 Journal Entry

- List three frustration triggers—times when you tend to get frustrated (e.g., when waiting in line in the cafeteria, when trying to draw in art class, when trying to run fast during gym, when trying to do math problems).

- List three strategies that you will use to stay calm in these situations (use self-talk, take slow, deep breaths, use meditation, etc.).
Think it through, it could be you! “Pizza or Dogs?”

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 Unfortunately, Fortunately 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 conflict solvers and use a problem-solving process to choose a win-win solution to resolve a conflict or potential conflict.

ADVANCE PREPARATION

- Begin to post the conflict solvers in the classroom. **Note:** Decide whether you want to post them on a chart or have the students make conflict solver cards to post in the classroom.
- Prepare to show the “Pizza or Dogs?” video (on the GAT2 DVD, click the “Think It Through, It Could Be You!” videos, and then click Grade 4) by previewing the clip so you are familiar with the situation.
- Copy the “Think it through, it could be you! Pizza or Dogs?” sheet—one per team.
- Prepare a master version of the “Think it through, it could be you! Pizza or Dogs?” sheet for the overhead or whiteboard to record the students’ responses during the lesson.

Agenda

Active Instruction

- Review the difference between win-win, win-lose, and lose-lose solutions.
- Brainstorm a list of conflict solvers that can be used in conflict situations.
- Practice finding win-win solutions to conflicts.
Think it through, it could be you! “Pizza or Dogs?”

Teamwork

- Play the “Think it through, it could be you!” video “Pizza or Dogs?”
- Process and debrief the video using the “Think it through, it could be you! Pizza or Dogs?” sheets.

Reflection: Ask the Big Q.

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

Active Instruction

1. Explain to the students that in the last lesson, they thought through different solutions to Althea’s frustrating situations. Today as a class, they are going to help some other students make good choices when facing a conflict. Introduce the lesson by reviewing that conflict situations often arise in school, on the playground, on the bus, etc. Remind the students that part of their job in school is learning how to solve problems and get along with one another to have a peaceful and productive classroom. Point to the Tools for Teamwork, and emphasize that a successful team is able to resolve conflicts and 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 a conflict solver that you used recently in school? How did it help you find a win-win solution?

2. Talk about the fact that conflicts happen, and it’s important to know how to solve conflicts in a win-win way. Discuss examples of win-win, win-lose, and lose-lose solutions to conflicts. Present an example of a conflict that will be familiar to most students. For example, Tommy and Kaya both want to use the computer. Kaya runs and pushes Tommy out of the way and sits at the computer. Use Buddy Buzz to ask:

   Is this a win-win solution? Why or why not?

   No, it's not a win-win solution. It's a win for Kaya because she gets to use the computer, but it's a lose for Tommy because he doesn't get to use it (win-lose). Kaya may also lose if she gets in trouble for pushing Tommy.

   What is a win-win solution to this conflict?

   Answers may vary. For example, Kaya and Tommy work out a way to take turns with the computer:

   What would happen if the teacher hears Kaya and Tommy arguing and says that neither of them can use the computer?

   This would be a lose-lose solution!
• Explain that taking turns is one example of a conflict solver. Give each team 2 minutes to brainstorm a list of conflict solvers. Use Random Reporter to have each team share a conflict solver. Try to elicit the following list of conflict solvers from the students. (A brief description is included for your reference.) Post the list with the other Tools for Teamwork, or have the students make cards with each conflict solver to post in the classroom.

  – **Share.** Two or more people use an item at the same time.
  – **Take turns.** Two or more people rotate turns using an item for equal amounts of time.
  – **Apologize.** A person acknowledges that he or she made a mistake and says, “I'm sorry.” The other person accepts the apology. Highlight that it is appropriate to apologize for something even if it was an accident.
  – **Make amends.** A person repairs an item or a situation that he or she damaged, such as rebuilding someone’s block tower after knocking it down.
  – **Compromise.** Each person agrees to change a little so both people can be happy—making a deal so both are happy.
  – **Laugh it off.** Each person agrees that the conflict is silly; they laugh it off and move on to something else.
  – **Find something else to do.** Rather than argue about the situation, two or more people decide to do something completely different.
  – **Get help.** Two or more people realize that they need a grown-up or another person to help them solve the problem.
  – **Ignore once.** Ignore a potential conflict once, but take action if it happens again.
  – **Talk it out.** Two or more people agree to talk to work out a potential conflict.
  – **Take a break.** Do something to remove yourself from a potential conflict situation, for example, go for a walk, or get a drink of water.

• Assign each team to one of the conflict solvers, and ask them to discuss and describe an example of a situation in which they would use it. Use Random Reporter to have each team share their example.

3. Remind the students of the “Think it through, it could be you!” comic strip that they used in week 1. Tell the students that they will watch several “Think it through, it could be you!” videos throughout the year. Tell the students that they will watch the first video today and use a “Think it through, it could be you!” sheet to come up with a win-win solution.
Teamwork

1. Give each team a “Think it through, it could be you! Pizza or Dogs?” sheet.
2. Show the “Pizza or Dogs?” video on the Getting Along Together 2nd Edition DVD.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you! Pizza or Dogs?” sheet. Use Random Reporter to have teams share, and chart student responses on the master “Think it through, it could be you! Pizza or Dogs?” sheet.

Sample answers:

1. Mona’s problem is that she and Ricardo can’t agree on what to draw to show the fraction \( \frac{1}{4} \).
2. Mona feels frustrated and sad that Ricardo doesn’t like her idea.
3. Ricardo probably feels frustrated too, so he decides to ignore Mona’s idea.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, signaled with thumbs up/down/sideways) the solution that Mona already tried. Then have teams write that solution in the solution 1 box.

Sample answer: Most students will say “poor” with a thumbs down because Mona puts her head down and doesn’t tell Ricardo how she is feeling. Ricardo also gets a thumbs down because he told Mona that her idea was “lame,” and he grabbed the paper and started drawing what he wanted.

5. Have teams do a team huddle to consider possible consequences of that solution and write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master sheet.

Mona will continue to feel frustrated and may retaliate and grab the paper back, or they will not get credit for doing the assignment because they are not working on it together.

6. Have teams do a team huddle to brainstorm and complete the remaining solution and consequences boxes. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master sheet.

Sample answers:

Solution: Mona could think flexibly. She could stay calm, close her eyes, and think about how to use both her idea and Ricardo’s to complete the project—compromise!

Consequence: If Ricardo and Mona come up with an idea that they both like, they would be able to complete the project together and get a good grade.

Solution: Mona could suggest that she and Ricardo talk it out. Mona could use an “I” Message to tell Ricardo how she is feeling, and then together they could figure out a new idea that they both like.

Consequence: If Mona and Ricardo talk it out, they might realize that they are both getting frustrated and not working together. By talking it out, they could think of an idea that makes both of them happy.

Emphasize that there is no one right answer.

Encourage the teams to consider the various Tools for Teamwork.

Remind the students to think flexibly when they are thinking of more than one way to solve a problem.
7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to call on a few different teams for each question.

   Have you ever had a disagreement similar to Mona and Ricardo’s? If yes, what did you do to solve it?

   Answers will vary.

   How did your team decide on a win-win solution for Ricardo and Mona? Why is it a win-win solution?

   Accept answers that explain how the solution makes both Mona and Ricardo happy.

9. Summarize the lesson by having the students do a role-play to demonstrate solving Ricardo and Mona’s problem in a win-win way.

Reflection

The Big Q:

What is a conflict solver that you used recently in school? How did it help you find a win-win solution?

Accept supported answers. For example, I compromised with my friend at lunch. We both wanted to sit at the end of the table, so we made a compromise and decided that for half of lunch, I would sit there, and for the other half, my friend would have the end seat.

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

- Highlight examples of win-win solutions in the classroom or with characters in books that the students are reading.
- Encourage the students to write their own scripts for a “Think it through, it could be you!” comic or video.
Think it through, it could be you!

“Pizza or Dogs?”

1. What is Mona’s problem?

2. How does Mona feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Mona do to solve this problem?

5. Circle the best win-win solution for this situation.
Keep the Peace!

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 Who Moved? 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 the three steps on the Peace Path and practice using them to solve conflicts in a win-win way.

ADVANCE PREPARATION

- Have a copy of the Peace Path available and ready to post under the Tools for Teamwork, and include a paper-size version of the Peace Path at the Thinking Spot (a copy is in the blackline masters).
- Have the conflict solvers posted in the classroom.
- Have the “Think it through, it could be you!” video, “Pizza or Dogs?” from lesson 9 available.
- Copy and cut out the role-play cards—one per partnership.
- Tally team points, and award super, great, and good team stickers. Record each team’s status on the Team Success! poster.
Agenda

Active Instruction

• Review how to use conflict solvers to choose win-win solutions.
• Present the steps on the Peace Path and how to use the Peace Path to solve conflicts.
• Model using the Peace Path to solve Ricardo and Mona’s problem from the “Pizza or Dogs?” video.

Teamwork

• Give each partnership a role-play card to practice using the steps on the Peace Path.
• The students record the steps on the Peace Path in their journals and write reflections about what they have learned about the tools for teamwork in unit 1.

Reflection: Ask the Big Q.

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

Active Instruction

1. Remind the students that in the previous lesson, they talked about using conflict solvers to find win-win solutions to conflicts. Identifying ways to solve conflicts that arise is an important part of working as a successful team. Point to the Tools for Teamwork. Explain that today the students will practice another important tool, 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: Why does the first step on the Peace Path have both people give an “I” Message? Why is it important to say it back?

2. Point to the conflict solvers posted under the Tools for Teamwork. Briefly review the list of conflict solvers that the class started in lesson 9. Use Buddy Buzz to ask:

   Which conflict solver have you used or will you use the most? Why?
   Accept supported answers.

   Why do we call conflict solvers win-win solutions?
   Answers will vary. Accept responses that include a solution that is positive for each person involved in the conflict.

   Have you thought of any new conflict solvers to add to our list?
   Answers will vary. Add any new suggestions to the list.
3. Hold up, or post, a copy of the Peace Path in the classroom. Explain that when using the Peace Path, the students will use the listening and problem-solving skills that they have been learning over the past two weeks. Tell the students that the Peace Path will be a useful tool to solve any problems that arise in the classroom and in their teams. Emphasize that in fourth grade, they do not need to physically walk the Peace Path—just use the steps to guide their problem-solving conversations. Use Buddy Buzz to ask:

**What are the three steps on the Peace Path?**

*The three steps on the Peace Path are:*

- Tell the problem by using “I” Messages and then saying them back.
- Brainstorm win-win solutions (use conflict solvers).
- Solve the problem by agreeing on a win-win solution and putting it to work.

**What is the goal after using the Peace Path?**

*The goal is to solve the problem with a win-win solution!*

4. Model using the steps of the Peace Path to solve a conflict. Explain that the students will use the scenario from the “Pizza or Dogs?” video from lesson 9, in which Mona and Ricardo could not agree on what to draw for their math project. If you feel that it’s appropriate, show the video again. Call on two student volunteers (one to be Ricardo and one to be Mona) to come up and model how to use the Peace Path to solve their problem. Have the student volunteers walk through and complete each step of the Peace Path.

**Step 1: Tell the problem.**

Ricardo: *When you don’t want to use my idea of drawing a pizza, I feel angry because it seems like you don’t care about my idea.*

Mona: *I hear you saying that you feel angry when I don’t want to use your idea because it seems like I don’t care about your idea.*

Mona: *When you grab the paper and start drawing your idea, I feel sad because it seems like you are angry and don’t want to listen to my idea.*

Ricardo: *I hear you saying that you feel sad when I grab the paper and start drawing my idea because it seems like I’m angry and don’t care about your idea.*

**Step 2: Brainstorm solutions.** (After the students role-playing Mona and Ricardo each suggest a solution, the rest of the class can suggest their ideas.)

**Step 3: Solve the problem.** (Mona and Ricardo agree on a win-win solution to try.)
• After completing the demonstration of how to use the Peace Path, use Buddy Buzz to ask:

Why is it important in step 1 for both Mona and Ricardo to give an “I” Message?

Because it's important that each person understands how the other person is feeling about the problem.

Why is it important to say it back?

It's important to say it back so the person is sure that you understand exactly how he or she feels and why. You need to check whether your opinions are correct and get the facts straight.

Teamwork

1. The students will practice using the steps of the Peace Path with their partners. Pass out one role-play card to each partnership. As the students complete the activity, circulate to listen and check off that each partnership finds a win-win solution. Give the following directions:

   – Read the role-play card.
   – Decide which character each partner will role-play.
   – Complete all three steps of the Peace Path to find a win-win solution to the problem.
   – Tell the teacher what your win-win solution is.

   • Partners can continue to choose role-play cards and practice using the Peace Path as time allows. After the activity, ask some of the following debriefing questions:

   Did you and your partner give clear “I” Messages?

   Did you brainstorm more than one win-win solution? How did you and your partner agree on a win-win solution to try?

2. Have the students take out their journals.

   • First, tell the students to record the steps of the Peace Path in their journals. Explain that the students can add notes or pictures to help them remember what to do at each step.

   • Next, ask the students to think about all the skills they have learned in these first two weeks. Have the students look at the Tools for Teamwork to refresh their memories, and have them write a list of the three Tools for Teamwork that they think they will use the most in the first month of school. Have the students talk with their partners and set a goal for how to improve their use of these skills.
Reflection

The Big Q:
Why does the first step on the Peace Path have both people give an “I” Message? Why is it important to say it back?

The first step involves both people giving an “I” Message so both people get to communicate their feelings. It is important to say it back because you need to make sure that the person understood exactly what you said and didn’t misinterpret it.

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 examples of conflicts from stories that the students are reading, and have the students role-play using the Peace Path to find win-win solutions for the characters.
- Discuss win-win solutions that could be applied to historical events that the students are learning about in social studies.
- Plan a project in which the students paint the steps of the Peace Path on the playground or another appropriate place in the school.
Derek walks past Mark’s desk and knocks his book onto the floor. Mark is mad and pushes Derek’s papers off his desk. Now Derek and Mark are arguing and interrupting the class.

Julia is standing in the lunch line. Carly walks in and gets in front of Julia in line. Julia gets mad and pushes Carly.

Travis and Shana are making a poster with markers. Shana grabs all the markers and won’t share with Travis.

Kaya and Tess are the last two students in the final round of the spelling bee. Tess spells a word wrong and gets out. Kaya smirks at Tess and says, “Ha, ha, I won!” Tess walks sadly to her seat.

Brian asks to join the kickball game on the playground. Carlos says no because it would make the teams uneven. Brian sits alone on a bench.

During math, Leo gets called on to answer a problem. Leo does the problem and presents his answer on the board. Sophia starts laughing loudly and says, “No, you got the wrong answer as usual, Leo!”

Daniel and Alisa both have blue binders. Daniel puts Alisa’s binder in his desk by mistake. Alisa gets mad at Daniel and throws his binder on the floor.
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, I feel ___ because ___.
You feel ___ because ___.
Blue says, I feel ___ because ___.
Green says, I feel ___ because ___.
You feel ___ because ___.
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 Don’t End That Word! 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 practice the two parts of Class Council meetings:

1. Review the previous week’s goals, and brainstorm class strengths and issues to set a new goal for next week.
2. Celebrate team successes, and award team points.

**ADVANCE PREPARATION**

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

- Tell the Cool Kid that he or she will be the Class Council student leader.
- Prepare a small box to use as the suggestion box (e.g., a shoe box or tissue box).
- Have the graphic organizer ready to use. **Note:** A sample Class Council Brainstormer is included with this lesson and in the set of blackline masters.
- Calculate team points. 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 so you can help guide the class toward a goal for the next week.
Copy and cut out the Home Connections tickets—one per student. **Note:** A sample page of Home Connections tickets is included at the end of this lesson and in the set of blackline masters.

Have the Chilly puppet available.

**Agenda**

**Active Instruction**

- Introduce the purpose and structure of the two parts of Class Council.

**Teamwork**

- Discuss and model how to review and brainstorm ideas for goal setting.
- Review team point totals, 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 from now on, they will have a shorter lesson in the beginning of each week (preferably on Monday) and a weekly class meeting, called a Class Council, at the end of the week (preferably on Friday). Explain that at Class Council, they will talk about what is going well with their class and what may need some work. 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 this week? What is one thing that your team can do this week to help your class meet its goal?

2. Gather the students together in a circle in the area of the classroom designated for Class Council. Explain the purpose and structure of the two parts of Class Council. Ask the Cool Kid to stand with you. Explain that the Cool Kid will be the student leader for Class Council and will help to run the meeting. As the year progresses, try to allow the Cool Kid to take over more responsibility for running the meetings. For the students who are more reluctant to run meetings on their own, you may want to allow them to choose a friend to run Class Council with them.

   - Talk with the students about the importance of using their active-listening skills during Class Council. They will need to listen to one another’s ideas and be respectful. Give the Active-Listening Signal, and check that all the students remember the three parts of active listening.
• Explain that Class Council has two parts. In part 1, the class will review the week and set a goal. 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.

• Introduce the use of a suggestion box to give the students an opportunity to submit their ideas for issues that the class may need to work on or to give a class compliment about something that the class is doing well. Show the students where the suggestion box will be located in the classroom. Encourage the students to submit ideas any time during the week, and explain that you will check the suggestion box before each Class Council.

• Part 2 of Class Council will be a time for celebration! Explain that you will pass out stickers for super, great, and good teams! You will discuss how each team did for the week. You will also pass out the Cool Kid certificate and select the Secret Spies for the following week. The final step of part 2 is to celebrate the homework return rate and challenge the students to increase the rate each week.

3. Explain the role of the Secret Spies. Tell the students that each week, two students will be chosen to be Secret Spies. The job of the Secret Spies is to look for the students doing a great job using any of the tools for teamwork. Then the Secret Spies will share their observations at the beginning of each Class Council. Typically, the Secret Spies will be chosen at the end of the meeting, but for this week, you will secretly appoint them now. Devise a clever way to secretly appoint two students to be this week’s Secret Spies. For example, you could use a secret tap on the shoulder or hand out a special card to the Secret Spies.

Teamwork

1. Explain that the students will now practice the two parts of Class Council to prepare for the first meeting on Friday. Tell the students that the first step is to review what went well and set a goal. Use **Buddy Buzz** to ask:

   **What do you think we did well in our class last week?**

   Ask the Cool Kid, who is helping to run the meeting, to answer first, and then get a few responses from the other students.

   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 a few students. Say:

   **I want you to think about last week again, 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 not interrupting, **Stop and Stay 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 the example of interrupting the teacher, the goal might be that the teacher is only interrupted three times all week. Explain that at the Class Council at the end of the week, the students can see how they are doing with solving this class concern. Post the goal in the classroom under the heading “Class Council Goal.”

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

  **Stop and Stay Cool**

  Kaya gets really excited whenever the teacher talks about science. She loves science and reads lots of books about nature, animals, and the environment. Kaya gets so excited that she always interrupts the teacher and blurts out answers.

  **What advice would you give to Kaya?**
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 Class Council. The final step in Class Council will be to celebrate the number of students who have been completing their homework.

Reflection

The Big Q:
What is the class goal this week? What is one thing that your team can do this week to help your class meet its goal?

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. Remind the Secret Spies to do their job.
- Encourage the students to continue to use the tools for teamwork throughout the day.
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

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by this week’s Cool Kid.

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

  Shayla was just about to sit in the beanbag chair for silent reading time when Grace plopped into the chair. Shayla is really mad and starts to yell at Grace.

  What are some win-win solutions to this situation?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus

The ability to make and keep friends correlates with the ability to connect and work well with others, first in school and, ultimately, in the workplace and life. In this six-lesson unit, students will learn about the importance of making and keeping friends, including others, and resolving problems with friends. Students will identify and discuss a number of feelings associated with friendship, such as happy, connected, lonely, excluded, betrayed, and jealous.

Students will review and apply specific Getting Along Together concepts and skills as they explore the topic of friendship, including active listening, identifying and expressing feelings using “I” Messages, and how to use win-win solutions.

Within the context of friendship, students will learn to stop and think to resolve conflicts with friends and manage feelings of jealousy. Students will also practice consequential thinking, learning to ask, “If I do X in this friendship situation, what might happen next, and are there better solutions?”

Unit Outcomes

Students will:

- identify actions and exhibit behaviors that foster friendship;
- identify actions that are hurtful and understand why they are inappropriate;
- use active-listening skills to identify and understand the feelings, perceptions, and points of view of others;
- understand the difference between feelings and behaviors;
- identify basic emotions and understand situations that cause these emotions;
- express emotions to others in effective ways;
- use a variety of techniques to regulate their emotions;
- participate as active and successful members of a team;
- understand the value of community members and how their actions affect the community;
- effectively manage group situations and include others;
• understand effective and ineffective outcomes to conflict;
• take action to correct hurtful situations;
• understand that conflict and anger are normal parts of life, but how they handle them is important; and
• identify effective strategies for coping with social dilemmas and conflict.

**Books Used in Unit:**

None
Friends matter!

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 the Questions 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 establish the value of friends and the discomfort of loneliness and will practice friendship skills using open-ended and follow-up questions.

ADVANCE PREPARATION

- During Teamwork, have each student find his or her partner and conduct a friendship interview. To make the exercise engaging, you are encouraged to think of a fun way for the students to find their partners. One idea is to find two of enough different small objects—such as two paper clips, two sugar packets, two pencils, two rubberbands, two erasers, two dice, etc.—and give one item to each student without anyone else seeing the object. When the time comes for the students to find their partners, they look for the person who has the same object that he or she has.
  
  Another idea is to write the letter A on two small pieces of paper; the letter B on two small pieces of paper, etc. Then give each student a letter, and ask him or her to find the other person with the same letter. You can follow the same format using numbers, symbols, etc. Feel free to be creative!

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

- Copy and cut out the Home Connections tickets—one per student.

- Copy the Friendship Interview form—one per student.

- Consider making an overhead or whiteboard version of the Friendship Interview form so you can go over it as a class.
Friends matter!

- Have some kind of funny inanimate object, such as a banana, a potato, or an old shoe, ready to help open the discussion about friendship.
- Prepare a chart titled Why Friends Matter.
- Prepare a sentence strip that reads "In our classroom, no one gets left out!"
- Be ready to add feelings to the Feelings Universe.
- Prepare a chart with the following steps for making a friend:
  1. Make eye contact.
  2. Smile and be friendly.
  3. Say your name, and ask the other person's name.
  4. Ask open-ended and follow-up questions.

**Agenda**

**Active Instruction**

- Introduce the new unit; announce the Big Q.
- Ask a series of brief questions to spark conversation about the topic of friendship.
- Help the students identify the feelings associated with having and not having friends.
- Review the steps for making a friend, highlighting the value of open-ended and follow-up questions.

**Teamwork**

- Hand out and review the Friendship Interview form.
- Distribute whatever items you are using for partners to pair up.
- Ask the students to complete and debrief the Friendship Interview form.

**Reflection:** Ask the Big Q.

**Home Connections:** Pass out the Parent Peek letter and this week's ticket.

**Active Instruction**

1. Introduce the new unit about friendship.

- Explain that the students will talk about why friends matter, how to make new friends, how to treat friends, and how to resolve the tricky friendship dilemmas that arise in any friendship.
- Announce 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 people who are good at all parts of active listening make better friends than those who are not?
2. Quickly ask a few questions to introduce the discussion topic: Why do friends matter in our lives?
   - Hold up whatever inanimate object you have chosen. Use **Think-Pair-Share** to ask:
     
     **Can a person be friends with a (banana)? Why or why not?**
     
     **Note:** There is no one right answer.
     
     No, a banana can't talk; it can't do anything; friends have to be alive. Or maybe with a good imagination, a banana could be a friend.
   - Use **Buddy Buzz** to ask:
     
     **What about a pet? Can a pet be a good friend to a person?**
     
     **Answers will vary.**
   - As a team huddle, ask:
     
     **What is especially meaningful and rewarding about a same-age friend? What does that person offer that a (banana) or a pet cannot offer?**
   - Allow about 30 seconds for team discussion. Use **Random Reporter** to have teams share responses. Record student responses on the **Why Friends Matter chart**.
     
     Friends are fun, friends look out for you, friends keep you company, and friends listen, etc.

3. Help the students identify key feelings associated with friendship.
   - Use the **Feelings Universe** to guide the students to think of words beyond happy, and ask:
     
     **How does having one close friend, or a couple of close friends, make you feel?**
     
     Well liked, appreciated, connected, cared for, wanted, included.
   - Discuss where these feelings should go, and add them to the **Feelings Universe**.
   - Guide the students to think of words in addition to sad and lonely, and ask:
     
     **How does it feel to not have any friends, to go through the day all alone?**
     
     Lonely, sad, abandoned, disconnected, ignored.
   - Highlight that feeling lonely is a very uncomfortable, unhappy feeling. No one in this class should feel that way. Remind the students who have had **Getting Along Together** in earlier grades that there was a special classroom rule to make sure that everyone feels included, that no one feels lonely. Ask who remembers what it is.
     
     No one gets left out!
   - Point to the sentence strip with this rule, and ask the class to read it together. Remind the students about the team cooperation goal, everyone participates.

4. Present the four steps for making a friend.
   - Read through the four steps on the premade chart.
• Remind the students that they learned about open-ended and follow-up questions in the last unit. Review both kinds of questions if necessary, stressing that open-ended questions start with “Why” “How” “What” “Will you tell me about” or “Will you describe...” Write these starting phrases on the board to help the students with the Teamwork activity.

• Use Buddy Buzz to ask:

  Why would asking open-ended and follow-up questions be helpful in making a new friend?

  They help you get more information about the person. They get a conversation going more than close-ended questions.

### Teamwork

1. Explain that the students will now practice making a friend.

   • Hand out a Friendship Interview form to each student. If helpful, show the form on the overhead or whiteboard, and be sure that all the students understand it. Explain that they will use the form with a random partner.
   
   • Explain that the Friendship Interview will help the students practice making a new friend and learn a lot about their partners.
   
   The more we practice making friends, even if we are practicing with someone we already know, the easier it becomes to make new friends. And the more we know about another person, the more likely we are to find something in common and to become better friends.

   • Ask the students to complete part 1 individually. Ask teams to share their open-ended questions with one another and to check that their teammates are asking open-ended questions. Circulate and be sure that the students grasp the concept.

   • Hand out whatever you are using for the partner-pairing aspect of teamwork. When all the students have their objects, they should go find their partners and conduct the friendship interview. Suggest that partners play one round of Rock, Paper, Scissors to see who gets to do his or her interview first.

   • After the students complete the forms, ask them to return to their teams.

   • Ask teams to share with one another what they learned about their partners and what favorite activity they learned that they had in common with their partners.

   • Use Random Reporter to ask teams to share responses. Random Reporters should identify who their partners were and what they learned about them.

   • If time allows, use Random Reporter with different students, and ask them to report out on part 3 of the interview form.

   • Summarize that the more we learn about someone by showing an interest in and learning about him or her, the more likely we are to feel connected and to begin a friendship.
Reflection

**The Big Q:**
Why do people who are good at all parts of active listening make better friends than those who are not?

*Friendship is about feeling close and connected, and eye contact makes friends feel heard and connected. Listening quietly while the other person talks shows caring, respect, and interest. Asking questions shows a desire to learn more about the other person and keeps the conversation going. Open-ended questions help you learn more about the person. The more you know about someone, the closer you feel. When you paraphrase/say it back, you show your friend that you are trying to understand exactly what he or she meant.*

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

- Read *One Green Apple* by Eve Bunting, and discuss it in terms of the lesson’s themes. How did Farah’s language barrier make it even harder for her to make friends in this new school? How does Farah describe her feelings of loneliness?

- Consider appointing a few class greeters who greet other students as they arrive, using the four friendship steps: making eye contact, smiling and being friendly, introducing themselves and asking the other person’s name, and asking open-ended and follow-up questions. Explain that these friendship steps are great practice for later in life when the students go to college and interview for jobs. You can even add handshake practice and/or have a greeter practice introducing one student to another, providing names and a bit of information about each person. Model this activity to start them off.

- Explain that the Questions Brain Game is a good way to learn names and practice stopping and thinking before acting.

- Remember to look for creative ways to give special tasks to the Cool Kid.
Friendship Interview

PART 1: Get ready!
Plan ahead for your friendship interview. Think of three open-ended questions that you will ask your partner, and write them below. Pick any topics that you want to know about, such as movies, food, sports, music, pets, or something else.

Your goal is to learn as much as you can about your partner and to find out at least one activity that you both enjoy.

My open-ended interview questions are:
1. ________________ ?
2. ________________ ?
3. ________________ ?

PART 2: Do the friendship interview!
Go find your partner, and interview that person. Remember to ask follow-up questions too. Then complete the following questions.

1. My partner’s name is ____________________________.
2. When I asked all my questions, I learned that my partner: ____________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
3. I also learned that one activity we both enjoy is: ____________________________

PART 3: How did I do in the friendship interview?
1. I used eye contact with my partner. Yes No
2. I was friendly, and I smiled. Yes No
3. I said my name and asked the other person’s name. Yes No
4. I asked some follow-up questions. Yes No If yes, what were they?
Dear Fourth-Grade Parent or Family Member:

Today your child began a six-week unit on friendship. Think back to when you were nine or ten years old. What did your friends mean to you? Did you have an easy time making friends or a hard time? 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? Did you ever let a friend down?

In this unit, the students will talk about why friends matter, how to be a good friend, and what to do when problems come up between friends. They will also talk about certain feelings, such as feeling hurt or jealous, and what to do when they have these feelings.

Here are a few ways that you can help your child think about these friendship lessons at home:

- Tell your child what strengths he or she has that make him or her a great friend.
- When you see your child being a good friend, give him or her a high five or a pat on the back!
- Remind your child that occasional conflict with a friend is normal. Share a memory of a time when you had a problem with a childhood friend and what you did to fix it.
- Ask your child how a character in a book or TV show could have been a better friend.
- Ask your child what he or she plans to do tomorrow to be a good friend to someone who needs one.

Thank you for your help with this unit.

Sincerely,

Your Fourth-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal. Consider setting a goal around the classroom rule “No one gets left out!”
  - 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.

Montel and Isaac are both new fourth graders. They both want to make friends with each other, but they do not know how to begin!

How can they get started? Role-play the steps for making a friend. What are some open-ended questions that would help them get to know each other?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
What makes 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 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 identify and prioritize the traits of a good friend and consider their own strengths and weaknesses as friends.

Advancing Preparation

- Prepare the “What is the recipe for a good friend?” page for the overhead or whiteboard if you wish to review it as a class.
- Copy the “What is the recipe for a good friend?” page—one per student.
- Prepare the News Flash page for the whiteboard or overhead. Customize the headline and article to your class or school as time and technology allow.
- Prepare a chart titled Advice from the Friendship Experts.
- Make sure partnerships have paper and pencils for listing the ways to treat friends.
- Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

• Introduce the lesson, and announce the Big Q.
• Introduce the imaginary newspaper article.
• Ask partners to brainstorm ways to keep their friends.
Teamwork

- Ask the students to complete the “What is the recipe for a good friend?” page individually and then share their answers with a partner.
- Ask the students to debrief the recipe exercise as a team.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce today’s lesson on how to treat our friends and what qualities make a good friend.
   - Explain that later in the lesson, the students will think about the recipe for a good friend. Then announce the Big Q.

   **Big Q:** Think of two times during the school day when you can use some of the ingredients that you chose for the recipe for a good friend. Can you tell exactly what you would do?

2. Use the imaginary newspaper article to spark discussion about how to treat friends.
   - Explain that the class will read a newspaper article about their school. Show the article on the overhead or whiteboard, and read it aloud.
   - After the class has read the article, clarify that this class of friendship experts needs to help Queen Forlorna and her subjects on Planet Lonely.
   - Use **Think-Pair-Share** to ask:

     **What can Queen Forlorna tell the people on Planet Lonely about how they should treat their friends if they want to keep them?**

   - Ask the students to think of five or six different ways that a person should treat his or her friends so the friendship is lasting and happy. Call on four or five students to share ideas.
   - Chart the students’ suggested ways to keep friends on the chart titled Advice from the Friendship Experts.

     *Help out your friends, stick up for your friends, wait for your friends, share, be kind, keep secrets, don’t laugh if they mess up, don’t take their stuff, do not tease in a mean way, etc.*

   - Highlight that this list will be very helpful to Queen Forlorna; she was correct—this class is full of friendship experts! Also, explain that you will look for examples of these great friendship behaviors all year.
**Teamwork**

1. Introduce the “What is the recipe for a good friend?” activity.
   - Hand out a worksheet to each student.
   - Show the worksheet on the overhead or whiteboard, and go over the directions if necessary.
   - Ask the students to complete the worksheet individually.
   - When the students are finished, ask them to get into partnerships to share and compare their answers.

2. Debrief the exercise in teams.
   - Ask each team to make a collective list of each person’s top three ingredients.
   - Ask teams to look at their collective lists for any shared answers. Using a team huddle, ask:
     *Were there any ingredients that a few people picked? If so, why do you think that one was picked by more than one person?*
   - Give teams 1 minute to discuss, and then use Random Reporter to have teams share responses. Have teams identify different popular ingredients and explain why they are popular.
   - Using a team huddle, ask:
     *Were there any ingredients that no one picked? Why did no one pick them?*
   - Give teams 1 minute to discuss, and then use Random Reporter to have teams share responses. Have teams present different unpopular ingredients, and explain why they were unpopular.

**Reflection**

**The Big Q:**

Think of two times during the school day when you can use some of the ingredients that you chose for the recipe for a good friend. Can you tell exactly what you would do?

*Answers will vary.*

**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

• As a journal assignment, ask the students to write a story in which a character demonstrates some of the ingredients that the students identified as important in the recipe for a good friend.

• Invite the students to look up the vocabulary word forlorn, and post it on the Feelings Universe. Then ask why someone who lived on Planet Lonely might be named Queen Forlorna.

• Use the ideas of Planet Lonely and Queen Forlorna for some creative writing assignments. For example, what would it be like to live on a planet where no one had friends? What would the school day there be like? What would the students want Queen Forlorna to know about life on Earth?
NEWS FLASH

The rocket ship of Queen Forlorna from Planet Lonely landed yesterday in the yard of ________________ School. The queen demanded to speak with the fourth-grade students about a big problem on her planet, and Principal ________________ nervously led her into the classroom.

Queen Forlorna explained that for as long as anyone can remember, everyone on Planet Lonely has been lonely, no one has any friends, and until now, no one cared. On Planet Lonely, no one shares, no one listens, everyone tells one another’s secrets and takes one another’s stuff, and everyone teases everybody else in a mean way. No one has a friend, everyone is lonely, and that is just the way it is on Planet Lonely.

But now, said Queen Forlorna, the people on her planet do not want to be lonely and friendless anymore; suddenly, they want friends, and they want to keep them! “I was told,” concluded the queen, “that there were some friendship experts on Planet Earth, at ________________ School in the fourth grade. So here I am to learn how people should treat one another if they want to keep their friends. Please, please help me so I can help my lonely subjects.”
What is the recipe for a good friend?

Recipe: A Good Friend

Ingredients:

<table>
<thead>
<tr>
<th>Teases people a lot</th>
<th>Likes sports</th>
<th>Brags</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes others</td>
<td>Popular</td>
<td>Cool</td>
</tr>
<tr>
<td>Likes animals</td>
<td>Serious</td>
<td>Fun</td>
</tr>
<tr>
<td>Good listener</td>
<td>Shares</td>
<td>Kind</td>
</tr>
<tr>
<td>Likes music</td>
<td>Loyal</td>
<td>Funny</td>
</tr>
<tr>
<td>Will say, “I’m sorry.”</td>
<td>Patient</td>
<td>Loud</td>
</tr>
<tr>
<td>Has lots of cool things</td>
<td>Truthful</td>
<td>Fair</td>
</tr>
<tr>
<td>Helps and encourages others</td>
<td>Takes turns</td>
<td></td>
</tr>
<tr>
<td>Understands the rule “No one gets left out.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the eight ingredients you think are most important in the recipe for a good friend. Then write those ingredients on the following shopping list.

Shopping List

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.

Oh, no! You only have enough money to buy three of the ingredients! Circle and star the three most important ingredients on your list that you think a friendship recipe must have.
Unit 2 | Lesson 2

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

□ Remind the Cool Kid that he or she will be the Class Council student leader.
□ 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.
□ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
□ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• 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.

Nya has trouble making friends. Sometimes she teases people in a mean way, and sometimes she says hurtful words. She does not apologize.

Role-play Nya and a friend before and after she uses her stop and think skills. What does Nya do differently when she thinks through her actions?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Think it through, it could be you! “I Won’t Tell!”

**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 Don’t Break the Sugar Bowl 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 consequential thinking to identify and evaluate possible responses to a situation in which one friend hurts the feelings of another.

### ADVANCE PREPARATION

- Find the video called “I Won’t Tell!” on the GAT 2nd Edition DVD included in your kit. Watch the video in advance to be sure that it works and so you know the situation.
- Copy the “Think it through, it could be you! I Won’t Tell!” sheet—one per team.
- Prepare the “Think it through, it could be you!” sheet for the whiteboard or overhead.
- Make sure that the students have their Getting Along Together Strategy Cards.
- Copy and cut out the Home Connections tickets—one per student.
Unit 2 | Lesson 3

Think it through, it could be you! “I Won’t Tell!”

Agenda

Active Instruction

• Introduce the lesson theme and the Big Q.
• Help the students identify examples of times when one friend might hurt another friend’s feelings.
• Help the students identify additional feelings associated with hurtful situations.

Teamwork

• Play the video “I Won’t Tell!”
• Ask teams to use the “Think it through, it could be you!” sheet to debrief the video.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the concept that friendship is not always easy or problem free.

• Remind the students that most of the time, our friends make us happy, but every now and then, something goes wrong. Remind the students that occasional conflict is normal and unavoidable; fortunately, most problems can be resolved.

• Explain that today is a “Think it through, it could be you!” video lesson about hurt feelings between friends and how to fix them.

• Announce the Big Q.

Big Q: If you did not stop and think and you broke a promise to a friend, what are two ways that you would try to make your friend feel less hurt?

2. Explore causes and emotions around hurt feelings between friends.

• Ask the students to think of situations in which one friend might hurt another friend’s feelings. Offer suggestions if they need help getting started.

  Breaking a promise, telling a secret, talking behind a friend’s back, teasing unkindly, not including a friend.

• Ask the students to think of feelings words beyond hurt to describe how they would feel in those situations. Chart the students’ responses so you can add them to the Feelings Universe later.

  Let down, abandoned, betrayed, disappointed.

• Ask the students how they would feel if they were the one who hurt their friend’s feelings.

  Guilty, disappointed in myself, sorry.

• Summarize that the students will now focus on how to fix these hurtful situations when they arise between friends.
Teamwork

Video synopsis: Mona tells Tasha a secret, and Tasha promises not to tell it to anyone. Later, Ricardo convinces Tasha to tell, and when Mona finds out, she is hurt and upset. Tasha offers an insincere and unsatisfying apology, though her body language suggests that she feels regret or discomfort.

1. Give each team a “Think it through, it could be you! I Won’t Tell!” sheet.
2. Show the video “I Won’t Tell!”
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses. Chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead or whiteboard.

1. Tasha hurt, betrayed, or let Mona down by telling her secret to Ricardo. Or, Tasha’s problem is that Mona is mad at Tasha because Tasha told her secret.
2. Tasha probably feels sorry, embarrassed, or guilty.
3. Mona, who feels hurt and angry; Ricardo, who may feel guilty or happy (or both) that he learned the secret.
4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then have teams write that solution in the solution 1 box.

   Tasha said sorry in an insincere voice, like she didn’t mean it.

   Poor/thumbs down.
5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few team responses on the master “Think it through, it could be you!” sheet.

   Mona will still be hurt, will feel that Tasha does not really care about her feelings, will probably not trust her again, etc.
6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way that the problem could be solved. Use Random Reporter to obtain answers from a few teams. Chart a few team responses on the master “Think it through, it could be you!” sheet.

   Solution: Tasha could try apologizing properly (eye contact, appropriate tone, etc.).
   Consequence: Mona might accept her apology, and the friendship will be restored.
Think it through, it could be you! “I Won’t Tell!”

**Solution:** Tasha could try talking it out, using an “I” Message to take responsibility: “I feel sorry because I let you down and hurt your feelings.” She could explain that she forgot to stop and think before telling Ricardo.

**Consequence:** Mona might respond with an “I” Message: “I felt hurt when you told my secret because it seems like you care more about making Ricardo laugh than being a loyal friend.” Mona might say that she understands and/or that she still might want a sincere apology.

Other solutions/consequences?

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to call on a few different teams for each question.

   - Do you think Tasha meant to hurt Mona’s feelings when she told the secret to Ricardo?
   - Why is it hard to keep a friend’s secret sometimes?
   - What stop and think strategies could Tasha try next time so she does not betray Mona again?

9. Summarize the lesson:

   Sometimes we hurt a friend’s feelings unintentionally because we did not stop and think. Part of friendship is realizing that this can happen and being ready and willing to fix it when it does.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues with a win-win solution.

**Reflection**

**The Big Q:**

If you did not stop and think and you broke a promise to a friend, what are two ways that you would try to make your friend feel less hurt?

Answers will vary.

**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.
Think it through, it could be you! “I Won’t Tell!”

Extend and Connect

- Ask the students to write in their journals about a time when they have been in Mona’s situation and a time when they have been in Tasha’s situation. If they cannot think of a similar situation, does the video remind them of another thorny friendship dilemma? How did they handle the situation, and would they handle it differently next time?

- As you play Don’t Break the Sugar Bowl or any Stop and Think game, help the students make the connection that practicing to be physically in control of their actions (i.e., not laughing, not moving, not talking, etc.) is also good practice for having self-control in a thorny friendship situation.
Think it through, it could be you!  
“I Won’t Tell!”

1. What is Tasha’s problem?

2. How does Tasha feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Tasha do to solve this problem?

5. Circle the best win-win solution for this situation.
Unit 2 | Lesson 3
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

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

  Antoine forgot to stop and think, and he joined in kidding his good friend Elton about his new haircut. Elton is hurt and mad, and Antoine does not know what to do.

  How could Antoine help Elton feel less hurt?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
Friendship is not always so easy: Spotlight on Feeling Jealous of 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, 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 define and recognize the confusing feeling of jealousy and identify and practice ways to cope with the feeling and to avoid acting out of jealousy.

**ADVANCE PREPARATION**

- Be ready to add *jealous* and any related words to the Feelings Universe.
- Copy the Managing Jealousy worksheet—one per team.
- Prepare the Jealousy worksheet for the overhead or whiteboard if that is helpful to your students.
- Prepare a piece of chart paper titled Tips for Handling Jealous Feelings.
- Copy and cut out the Home Connections tickets—one per student.
Friendship is not always so easy: Spotlight on Feeling Jealous of a Friend

Agenda

Active Instruction

• Use an example to introduce the concept of jealousy; announce the Big Q.

• Ask the students to define the word jealousy and to give examples of when one friend might feel jealous of another.

• Be ready to add jealousy and related words to the Feelings Universe.

• Help the students understand that jealousy is an individual problem, not an interpersonal problem.

Teamwork

• Have teams complete the Managing Jealousy worksheet.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Use an example to introduce the lesson theme of jealousy between friends, and then announce the Big Q.

• Explain that most of the time, being with friends is happy, easy, and fun. But every now and then, there can be a problem. One such problem is feeling jealous of a friend.

• Describe a time when you might feel jealous of a coworker or friend.

Imagine that my really good friend who teaches at another school is chosen to be our district’s teacher of the year. And she gets to go to a fancy award ceremony and stay in a big hotel for free, and she even gets a trophy from the governor! What are some feelings words to describe how I might feel, especially if I think I have worked just as hard as my friend? And here is a hint: I probably have a few different feelings at the same time.

Happy for her, proud of her, jealous of her, mad that you were not picked.

• Acknowledge that all those different feelings are possible at the same time. Explain that being jealous of a friend can feel confusing because it is a negative, unhappy feeling about someone we really like. We might feel both happy for that person and jealous at the same time, which can be confusing.

• Summarize that today the students will talk about feeling jealous.

• Announce the Big Q.

Big Q: Imagine that your good friend gets to do something very special that you want to do, but can’t. What are two strategies that you could use to handle feeling jealous of that friend?
2. Help the students define and explore the complicated feeling of jealousy.

- Use Buddy Buzz to ask the students to define the feelings word *jealous*. Call on a few students.

  *Jealousy means that you want what the other person has, you wish you were having that person’s experience, etc.*

- Use Buddy Buzz to ask the students to give some examples of why a student might be jealous of a friend. Call on a few students.

  *A friend might have new cool shoes that you want, a friend might get a better grade or be better at a sport, a friend might get more attention from other kids or teachers than you, etc.*

- Add *jealous* to the Feelings Universe, and discuss where to put it. Ask for any related words, or teach them as necessary.

  *Envious, resentful, etc.*

- Summarize that jealousy, like hurt feelings, is an occasional part of friendship.

3. Introduce the concept that jealousy is an individual, not an interpersonal, problem.

- Review “I” Messages in the context of jealousy.

  *In the case of my friend winning teacher of the year instead of me, what would my “I” Message about that situation be?*

  *I feel jealous because my friend won teacher of the year and I did not.*

- Have teams do a team huddle to answer the following question. Use Random Reporter to have teams share responses.

  *Can I blame my friend for the fact that I feel jealous? Why or why not?*

  *You cannot blame the other person because it is your problem; it is coming from inside you. The other teacher did not do anything to you.*

- Highlight that an “I” Message is just that—it is how I feel, and it is my problem.

  *Feeling jealous is different from feeling mad at a friend or hurt by a friend because the other person is not part of the problem. To make the feeling go away, we have to help ourselves. We will talk about how to do that in Teamwork.*

## Teamwork

1. Ask teams to complete part 1 of the Managing Jealousy worksheet.

- Hand out a worksheet to each team. Show a copy on the overhead or whiteboard if your students will benefit from reading it as a class.

- Ask the students to raise their hands if they can understand how Javan feels. You can raise your hand too!

- Explain that a big problem with jealousy is that it can lead us to do or say something we regret. Jealousy is very good at bringing out our worst selves!
Friendship is not always so easy: Spotlight on Feeling Jealous of a Friend

• Ask:

If I let jealousy be the boss of me when I am with my friend who won teacher of the year, how might I act? What might I say?

You might be mean or unfriendly, you might use put-downs, you might avoid him or her, etc.

• Give the teams 1 minute to brainstorm what Javan might say or do if he does not keep his jealous feelings from guiding his actions. Ask them to complete part 1 of the worksheet.

• Use Random Reporter to call on a few teams to share responses.

Javan might not congratulate his friend, he might say something mean about the painting that won, he might avoid Dario, etc.

• Summarize that Javan would not feel proud of himself as a friend if he acted in any of these ways.

2. Help teams complete part 2 of the worksheet, identifying stop and think strategies for addressing jealousy.

• Introduce part 2 by saying:

Feeling jealous is normal and happens to almost everyone. It is how we handle our jealous feelings that can make the situation better or worse. When you recognize that you feel jealous of a friend, that is a big clue to you to practice your stop and think skills so you do not treat your friend in a way that makes you disappointed in yourself.

What can we try to keep jealous feelings from taking over? Brainstorm some ideas that Javan could try to help himself feel less jealous.

• Give teams a few minutes to brainstorm, discuss, and complete part 2. If they need help getting started, ask them to think about self-talk—what Javan could say to himself in this situation.

• When each team has at least three ideas for Javan, use Random Reporter to chart student suggestions on the Tips for Handling Jealous Feelings chart. Depending on what the students came up with to help Javan, you may need to tweak or add to their answers. Your chart should include the following strategies:

  – Use self-talk to remind yourself about your successes. For example, think about all the good work you have done in other parts of school. Think about any contests, good grades, etc. that you earned.

  – Use self-talk to remind yourself that this feeling will go away soon. You have felt jealous before, and it went away.

  – Use self-talk to plan for the future. For example, begin to plan a way to win the art show next time. How could you get better at painting?

  – Tell someone else how you feel. Sometimes, just saying how we feel helps us move on from the feeling.

  – Practice breathing and buttoning your lips, so you do not say something you regret.
Friendship is not always so easy: Spotlight on Feeling Jealous of a Friend

- *Think about something else.* Try listening to music, playing a game, etc.
- *Think about the other person’s feelings.* You do not want your jealousy to ruin your friend’s happy moment.

- Conclude by reminding the students that jealousy is a complicated feeling and any complicated feeling is a clue that we need to stop and think before we act.

### Reflection

**The Big Q:**

Imagine that your good friend gets to do something very special that you want to do, but can’t. What are two strategies that you could use to handle feeling jealous of that friend?

**Note:** Cover up the Tips for Handling Jealous Feelings chart.

*Answers will vary and should include some of the ideas charted on the Tips for Handling Jealous Feelings chart.*

### 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

- As a discussion or journal question, explain that a man named Harold Coffin said, “Envy is the art of counting the other fellow’s blessings instead of your own.” Help the students understand the quote, and then ask them to respond.

- Explain that a term that people often use for jealousy is “the green monster,” which comes from a Shakespeare play. Ask the students to draw a picture of jealousy in their journals. What would it look like? Would it be a monster? What color would it be?

- As an opportunity for discussion, review that jealous feelings are our own problem; they are not *caused* by the other person. Then ask, “If we do something or have something that might make a friend feel jealous of us, is there anything we can do to minimize those feelings in our friend?” Ask the students to consider how sharing and not bragging can help our friends feel less jealous.

- Read *Best Friends* by Steven Kellogg, a story about two girls who experience jealousy and hurt feelings.
Managing Jealousy

Javan’s good friend Dario wins the art show. His painting will be in a big show in the city. Dario will also get an award from the mayor, plus he will miss a day of school. Javan feels jealous of Dario!

**Part 1: Team Brainstorm**

If Javan does not *stop and think* and lets his jealous feelings tell him how to act, what might he say or do to his friend Dario?

**Part 2: Team Brainstorm**

What stop and think strategies can Javan try to keep his jealous feelings under control? **Hint:** Think about what would help you if you were Javan.

Javan could try:

1.

2.

3.
**Unit 2 | Lesson 4**

**Weekly Class Council Meeting Guide**

**ADVANCE PREPARATION**

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

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

**Reminder:** Class Council is led by the week’s Cool Kid.

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

- 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.

  **Rashid feels jealous of his friend Ray because he has new sneakers and he gets to give his report to the whole school. Rashid does not like having that uncomfortable feeling about his good friend.**

  What could Rashid do to help himself feel less jealous?

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
Think it through, it could be you! BFFs?

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 Cognitive Flexibility 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 use consequential thinking to identify and evaluate possible responses to a best-friends friendship dilemma in which one friend pressures another to exclude a new student.

ADVANCE PREPARATION

- Be sure that the comic strip titled BFFs? works when projected onto the whiteboard or overhead. If it is hard for the class to see the projected version, copy the comic strip—one per team.
- Copy the “Think it through, it could be you! BFFs?” sheet—one per team.
- Prepare the “Think it through, it could be you!” sheet for whiteboard or overhead so you can record team responses.
- Make sure that the students have their Getting Along Together Strategy Cards.
- Copy and cut out the Home Connections tickets—one per student.
Think it through, it could be you! BFFs?

**Agenda**

**Active Instruction**
- Introduce the theme of the lesson, best friends. Announce the Big Q.
- Explore the term “best friends.”

**Teamwork**
- Show the comic strip.
- Ask teams to use the “Think it through, it could be you!” sheet to debrief the comic.

**Reflection:** Ask the Big Q.

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

**Active Instruction**

1. Introduce the lesson’s theme: What does it mean to be best friends?
   - Remind the students that they have been talking about some of the complications that sometimes arise in friendships, such as hurt and jealous feelings. Another complication can happen when two people are best friends, but they do not agree about what being best friends means.
   - Explain that today is a “Think it through, it could be you!” lesson, with a comic strip about three girls, Kayla, Lupe, and Trisha.
   - Announce the Big Q.

   **Big Q:** What do you think of Kayla’s rule that best friends only play with each other? Rewrite the rule in a way that fits our win-win classroom.

2. Explore the term “best friends.”
   - Use **Buddy Buzz** to ask:
     - What does the term “best friends” mean to you?
       - *Answers will vary.*
     - Can a person have a best friend and lots of other friends too?
       - *Answers will vary.*
     - Can a person have lots of friends and no best friend?
       - *Answers will vary.*
   - Summarize that having a best friend can be great. But sometimes even best friends can have misunderstandings. The students will look at just such a situation in Teamwork.
Teamwork

Comic synopsis: Kayla asks Lupe to be best friends. Lupe seems happy but concerned when Kayla adds that best friends only play with each other. When a new girl, Trisha, arrives at school, Lupe notices that she looks lonely but hesitates to include her. One day, Trisha asks to join Lupe and Kayla to jump rope, and Kayla says it is only a two-person game. Lupe clearly wants to include Trisha but decides to support Kayla and confirms that only two can play.

1. Give each team a “Think it through, it could be you! BFFs?” sheet.
2. Show the “BFFs” comic strip.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses. Chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead/whiteboard.

   1. Lupe feels torn between including Trisha and listening to Kayla. Kayla’s behavior is making Lupe feel uncomfortable.
   2. Lupe feels sad, guilty, worried, and annoyed with Kayla.
   3. The problem also involves Trisha, who seems to feel hurt and lonely, and Kayla, who might be worried that Lupe will like Trisha more than her.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the solution 1 box.

   Lupe went along with Kayla even though she really did not want to.

   Poor or neutral.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few team responses on the master “Think it through, it could be you!” sheet.

   Lupe feels sad for Trisha and probably guilty. Trisha feels unwelcome, and nothing win-win has been achieved.

6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use Random Reporter to obtain answers from a few teams. Chart a few team responses on the master “Think it through, it could be you!” sheet.

Solution: Lupe could try talking it out with Kayla so she would be willing to include Trisha.

Consequence: Kayla might agree, or Kayla might say no.

Solution: Lupe could talk it out with Trisha, explaining her discomfort with Kayla’s definition of best friends and that she really wants to be friends with both Kayla and Trisha.

Consequence: Trisha would feel better or more hopeful.
Think it through, it could be you! BFFs?

**Solution:** Lupe could get help from her teacher or another friend.
**Consequence:** Other people might have some ideas for how to include Trisha.

**Solution:** Lupe could tell Kayla that she wants to be friends with both Kayla and Trisha.
**Consequence:** Lupe and Kayla work out a win-win compromise to make that happen.

*Other solutions?*

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to call on a few different teams for each question.

- **Do you think it was hard or easy for Trisha to ask Kayla and Lupe if she could join them at jump rope? Why?**
- **When Kayla and Lupe said no to Trisha, do you think that made it easier or harder for Trisha to try again with some other students? Why?**
- **Why do you think Kayla does not want Trisha to join her and Lupe?**

9. Summarize the lesson:

> Having a best friend can be good because we feel like we always have someone there to count on and to play with. But if our best friend makes us have uncomfortable feelings like the ones Lupe felt, that is a problem that we need to solve in a win-win way. There might not be an easy solution, but if we keep win-win options in mind, we will find a solution that makes us feel better.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues with a win-win solution.

**Reflection**

**The Big Q:**

What do you think of Kayla’s rule that best friends only play with each other? Rewrite the rule in a way that fits our win-win classroom.

Answers will vary, but should include ideas about inclusion and that a close relationship between two friends should create only positive feelings for them and for others.

**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

- Find an opportunity to talk about how people have different wants and needs regarding friendships. Some people have one best friend; some people have lots of friends and do not want just one best friend. Elicit that neither situation is right or wrong; the only wrong is when someone is excluded from friendship entirely.

- Do some role-plays with the teams in which one student is new to your class and the rest of the students practice welcoming and including that new student. You can highlight the role-play as practice for adulthood; adults go to college, take new jobs, move to new communities, and everyone needs to know how to be the new person and how to welcome or include the new person.

- Revisit the class rule “No one gets left out!” in the context of this lesson. Ask the students to make an illustrated poster of the rule.
Remember, BFFs always play together, just us!

That’s the new girl.

Gee, she looks so sad and lonely...

Nope, two people only. Right, Lupe?

Sorry about that...

Hi. Can I play too?

Let’s be BFFs!

That’s the new girl.

Gee, she looks so sad and lonely...

Nope, two people only. Right, Lupe?

Sorry about that...

Hi. Can I play too?

Let’s be BFFs!
Think it through, it could be you! BFFs?

1. What is Lupe’s problem?

2. How does Lupe feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Lupe do to solve this problem?

5. Circle the best win-win solution for this situation.
**Weekly Class Council Meeting Guide**

**ADVANCE PREPARATION**

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

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

**Reminder:** Class Council is led by the week’s Cool Kid.

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

  **Ariel and Nina play together all the time. When other students try to join them, Ariel says, “No.” Nina would like to say yes, but she knows that Ariel will be mad if she does. Nina does not know what to do.**

  What strategies could Nina try? Role-play the strategies as Nina and Ariel.

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
The Friendliest Class in Town

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 end the unit with a celebration of friendship and of a classroom community where inclusion and kindness are the norm.

ADVANCE PREPARATION

☐ Copy the Friendship Traits page—one per student.
☐ Be ready to add the feelings word proud to the Feelings Universe if it is not already there.
☐ Have all the materials that teams will need to make team posters about friendship qualities of which they are proud.
☐ Copy and cut out the Home Connections tickets—one per student.

AGENDA

Active Instruction

• Introduce the lesson theme, friendship celebration; announce the Big Q.
• Have teams do team huddles to review three key concepts from the unit: inclusion, hurt feelings, and jealousy.
Teamwork

- Ask the students to identify three friendship qualities in themselves of which they are proud and then share answers with a buddy.
- Have each team make a team poster celebrating those key friendship qualities.
- Ask teams to consider areas in which the class could improve to become the friendliest class in town.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the lesson theme, friendship celebration; announce the Big Q.
   - Review that the students practiced making friends, identified how to be a good friend, and practiced how to deal with some thorny friendship issues. Explain that they will end the unit with a celebration of friendship.
   - Announce the Big Q.

   **Big Q:** If our class were the friendliest class in town, what would visitors see and hear when they watched friends interacting in our classroom? What would they not see and hear?

2. Have teams review some themes of the friendship unit in a team huddle.
   - Explain that over the past five weeks, the students have talked about key issues in friendship. Teams will do a team huddle about a few of the key points and use **Random Reporter** to report out. In the interest of time, call on just one or two teams per question.
   - Ask:

     **If someone were new in our classroom, what are three ideas you would try to make friends with that person?**

     *Use the four steps for making a friend (make eye contact, smile and be friendly, exchange names, and ask open-ended and follow-up questions), invite the person to join in an activity, look for something we have in common.*

     **If you did not stop and think and you hurt a friend’s feelings by leaving him or her out of a game or a group, what are two ideas you would try to make that friend feel less hurt?**

     *Apologize, talk it out, make amends.*

     **If you felt jealous of a friend, what are two ways you could try to feel less jealous?**

     *Use self-talk to remind myself of what I have or of what I have accomplished, think about something else, think about my friend’s feelings, make a plan to try to earn what my friend has if possible, remind myself that the feeling will go away.*
Which lesson(s) in the friendship unit did your team think was/were the most helpful and why?

*Answers will vary.*

**Teamwork**

1. **10 minutes**

   **Assess friendship strengths.**

   If you do not yet have proud in the Feelings Universe, take a minute to discuss what it means and how it feels; discuss where to put the feeling, and add it.

2. **6–8 minutes**

   **Create a class goal.**

   See this week’s Class Council guide for suggestions to help the class set a friendliness goal.

   - **Announce the class goal to be the friendliest class in town, and explain that to reach this goal, everyone has to contribute his or her own particular friendship strengths.**
     - Hand out the list of friendship traits to each student. Ask each student to star the three qualities that describe him or her as a friend and of which he or she is most proud. The students may add any traits that are not on the list.
     - Use **Buddy Buzz** to ask each student to tell a buddy about a time when he or she showed one of those three traits to a friend.
     - Ask each team to make a team poster featuring the three friendship qualities that each of their team members is most proud of. Give teams about 7 minutes to design their posters with words and illustrations. Suggest a title such as “Our team rates at these friendship traits!”
     - As time allows, invite teams to present their posters.

   - **Ask the students to consider friendship traits in which the class could improve.**
     - Ask individual students to look again at the list of friendship traits and to circle two in which they think the class as a whole needs to improve to be the friendliest class in town. **Note:** Stress that no individual should be singled out to get better at these qualities.
     - Ask teams to make a collective list of these areas for improvement. Then use **Random Reporter** to have teams share responses. Chart teams’ responses, and highlight or star those that come up the most often among all the teams.
     - Explain that in this week’s Class Council, the students will set a goal (or two) to work toward becoming the friendliest class in town based on this chart.

   **Note:** Save this list of possible areas for improvement and the highlighted traits that more than one team reported. You will need this list for the Class Council.
Reflection

The Big Q:
If our class were the friendliest class in town, what would visitors see and hear when they watched friends interacting in our classroom? What would they not see and hear?

They would see everyone being included. They would see friends solving their friendship problems with win-win solutions. Friends would apologize as necessary. They would see friends stopping and thinking before doing or saying something they might regret. They would not hear words spoken in jealousy. They would not see anyone being left out.

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
• Consider allowing your students to interview other teachers about a childhood friend: Who was it? How did they become friends? How were they alike or different? Or have the students ask other teachers about a friendship dilemma from childhood: What was it? What feelings were involved? How was it resolved? If you do this activity, give your colleagues advance notice so they have time to think about their answers. Also indicate which teachers are willing to participate.

• Invite the students to write an acrostic poem in their journals or as a poster, using the word friendship.

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• Invite the students to share their favorite examples of friendship from books, movies, TV shows, etc. Why do those examples stand out in their minds?
Friendship Traits

Circle three traits that you have and that make you proud of the way you treat your friends.

- Kind
- Fun
- Generous
- Funny
- Loyal
- Don’t tease in a mean way
- Share
- Fair
- Keep hands to myself
- Truthful
- Will say “I’m sorry.”
- Good listener
- Ask questions
- Help and encourage others
- Patient
- Use a kind voice
- Gentle
- Wait for a turn
- Include others
- Don’t laugh at other people
- Try not to brag
- Understand the rule “No one gets left out.”
- Don’t interrupt
- Give compliments
- Other?
30 minutes  Unit 2 | Lesson 6

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
  - Review last week’s goal, and assess progress.
  - Identify a new goal. Set a class goal to become the friendliest class in town! Base the goal on the trait(s) that the students identified during the lesson as needing improvement. If the class identified a few goals, work on them over the next few weeks.
  - 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.

Slinka is a space alien who shows up in your class. He has never heard of the rule “No one gets left out.” He also has no idea how to make or keep a friend.

Help teach Slinka what he needs to know to be successful in the friendliest class in town!
Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
Brain Workouts
Overview

There are four brain workouts interspersed throughout the curriculum, allowing students periodic review and practice of each of the four cognitive-regulation skills: self-control (stop and think), focusing, memory, and cognitive flexibility.

The lessons are called brain workouts to highlight the role of practice in strengthening the students’ competency in each of these areas. Just as their muscles get stronger with physical exercise, their brain muscles get stronger with mental exercise. These lessons complement the Brain Games, which also offer opportunities for practice and improvement in each of the four skill areas. By playing the Brain Games a few times a week all year and by having a more intense and explicit lesson on each of the four skills, the students will develop awareness of their own strengths and weaknesses in those areas and improve over the course of the year.

The brain workout lessons are as follows:

- Brain Workout #1: Stop and Think Practice
- Brain Workout #2: Focus Practice
- Brain Workout #3: Memory Practice
- Brain Workout #4: Cognitive Flexibility Practice

Outcomes

Students will:
- use self-control techniques to meet the demands of a situation;
- control inappropriate responses in favor of more appropriate behavior;
- wait and use situationally appropriate strategies to cope with waiting;
- use a variety of techniques to calm themselves down;
- use multiple strategies to sustain attention on a task;
- ignore distractions when doing a task;
- understand the link between focus and memory;
- understand the link between comprehension and memory;
- learn memory strategies, such as mnemonics, mental visualization, categorizing or chunking, and note taking;
- use active-listening skills to take in, store, retain, and access information;
- remember and manipulate information in memory;
• when appropriate, switch attention easily from one task to another or from one part of a task to another;
• think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives; and
• use a variety of effective strategies to remember and follow directions.
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 practice strategies for self-control (called stop and think skills) and assess their own progress in that cognitive area.

**ADVANCE PREPARATION**

- Make sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Prepare chart paper titled Times in School We Can Use Stop and Think.
- Be sure that the students have access to both their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- The lesson asks that each student have a Stop and Think Buddy for the rest of the week to help him or her achieve a goal related to stop and think. Buddies may come up with a special signal to help each other all week, so bear in mind that buddies need to be near each other and, ideally, on the same team for the entire week.
- Have the deck of Brain Game Cards available.
- Sign and copy the Parent Peek letter—one per student.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the concept of periodic brain workouts, and announce the Big Q.
- Review the stop and think skills and the related Brain Games.
- Review the stop and think strategies on the GAT Strategy Card.

Teamwork

- Introduce a team game to practice waiting and not interrupting.
- Teams brainstorm times in school when stop and think skills are critical.
- Assign Stop and Think Buddies.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter and this week’s ticket.

Active Instruction

1. Introduce the concept of brain workouts, and announce the Big Q.
   - Hold up the deck of Brain Game Cards, and ask the students what the cards are and why they play Brain Games.
     *They are Brain Game Cards. We play the games to practice focusing, stop and think, memory, and flexible-thinking skills.*
   - Point to the Train Your Brain! poster, and explain that in addition to practicing these skills with Brain Games, the students will also have occasional brain workouts in which they exercise their brains to get stronger in one of those four skills. Today’s lesson is a stop and think brain workout.
   - Announce the Big Q.
     *Big Q: How do students with good stop and think skills help their teams more than those with no stop and think skills? Give two examples.*

2. Briefly review the stop and think skills and the related Brain Games.
   - Remind the students that stop and think skills are about having self-control, being in charge of our own bodies, and stopping and thinking before we act instead of doing something quickly and without thought.
   - Remind the students that stop and think skills prevent us from interrupting, not waiting for a turn, grabbing, pushing someone, or saying something mean in anger or frustration.
Brain Workout #1

Stop and Think Practice

1. Teams will play a game to practice two critical stop and think skills: not interrupting and waiting your turn.
   - Remind the students that stopping and thinking allows us to wait our turn and to not interrupt.
   - Explain that teams will play a game to see which teams can think of as many nouns as possible that start with the letter b. Remind the students that a noun is a person, place, or thing. The rules are that only one person may speak at a time, and everyone must take turns!
   - Appoint a stop and think monitor who will write down his or her team’s list of words. The monitor can only write down those words given by teammates who waited their turn and did not interrupt!
   - Explain that the teams with the longest lists after 1 or 2 minutes (use your discretion) win, and they earn either generous team points or a prize of your choice, whichever works best in your class. Try to offer a truly exciting, meaningful award to increase the game’s intensity and, therefore, make it harder not to interrupt!
   - After determining the game’s winners, debrief by asking:
     
     **What made it hard not to interrupt?**

     **What strategies did you and your teammates use to wait for a turn or keep from interrupting?**
2. Ask the students to broaden the definition of Stop and Think to include other ways to use these skills in school.
   - Have teams do a team huddle to think of two other examples, other than waiting for a turn and not interrupting, of times when the students need stop and think skills in school. Encourage teams to look again at their strategy cards to get clues about what kinds of challenges might require those strategies.

   **Note:** You can provide your own example, such as “Yesterday I needed to make a lot of copies, and the copy machine broke as I was using it! I was so mad; I wanted to kick that machine! But I used deep breathing and counted to ten so I did not do something I would regret.”

   - Use Random Reporter to call on each team to share one example from their list. Record the responses on a chart titled Times in School We Can Use Stop and Think. Responses will probably be similar to the following:

     - When I want to grab the best basketball; when I want to tear up my math paper; when somebody says something that makes me mad and I want to yell back at the person.

3. Explain and assign Stop and Think Buddies.
   - Have the students form partner pairs within their teams. Explain that each student now has a Stop and Think Buddy.

   - Ask the buddies to get out their journals and look at what they wrote after unit 1, lesson 3, in which they were asked to:
     - Choose one time during the day when you have difficulty using Stop and Think to stay calm and in control (in the auditorium when you have to be quiet, waiting in line in the cafeteria, etc.).
     - Pick three stop and think strategies you can use to stay calm and in control (e.g., taking deep breaths, going for a walk, closing your eyes, using self-talk).

   - Ask them to think about their goals and their progress and then share that with their buddy (taking turns). Did they improve? How and why?

   - If the students feel that they have made good progress with their goals, ask them to pick another time when having self-control is hard for them. They can look at your chart or think of another time that is relevant to them. For example, they might choose waiting quietly in line, not calling out an answer, or keeping hands to themselves. Ask the students to write their goals in their journals.

   - Ask the buddies to brainstorm one or two strategies that could help with their respective goals and to note those in the journals.

   - Invite buddies to come up with a secret signal or code word to help each other achieve their goals for the week. Explain that you will give buddies a few seconds at different times during the day all week to give each other a pep talk or to use their signal.

   - Explain that in this week’s Class Council, the students can share how they did and how they helped their buddies improve their stop and think skills.
Reflection

The Big Q:
How do students with good stop and think skills help their teams more than those with no stop and think skills? Give two examples.

Answers will vary.

Home Connections
Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught in each of the brain workouts throughout the year. 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

• Be ready to ask the class whether a particular character in a story has good stop and think skills. If not, what strategies would they suggest for that character?

• As time allows, give the students opportunities to practice waiting quietly, increasing the time of the waiting period over the course of the school year. Ask the students to share their waiting strategies after each practice.

• If you notice that a student clearly exhibited self-control (maybe in a time of frustration or in an unfair situation), highlight that behavior for the class (or in a smaller group, depending on the student’s personality), and ask the student what strategy he or she used.

• Since the students just completed the friendship unit, ask them to discuss or write about how good stop and think skills could be helpful in a friendship situation.

• Invite the students to make up a Stop and Think cheer to use any time the class needs good impulse control.

• Remember to prompt the Stop and Think Buddies to help each other whenever stopping and thinking is especially needed.
Dear Fourth-Grade Parent or Family Member:

During Getting Along Together, your child gets lots of practice working on four skills that are important for learning: focus, self-control, memory, and flexible, creative thinking. Some of that practice comes from playing fun Brain Games. Ask your child what some of his or her favorite games are!

Your child also practices these skills with brain workouts. Brain workouts are occasional lessons that emphasize the need to exercise our brains to get stronger skills the way we exercise our bodies to get stronger muscles. Each lesson focuses on one of the four cognitive-regulation skills.

Today our class had the first brain workout practicing stop and think, or self-control skills. The students reviewed strategies to help them wait patiently, not interrupt, keep hands and words to themselves, and other self-control behaviors that are important for the classroom and for life. In the weeks ahead, your child will have occasional brain workout lessons on focus, memory, and flexible thinking.

One important way that you can help at home is to ask your child how he or she is doing in each of those four areas. If one area needs more practice, help your child practice with activities like these (and feel free to make up your own):

**Stop and think:** Talk about different strategies for waiting patiently and for keeping hands and words to yourself. What strategies does your child use? What strategies do you use? As a family, make a game of practicing not interrupting at meals, and challenge each other.

**Focus:** Listen to music very closely together, and try to identify all the different instruments and voices. Practice trying to focus on just one instrument at a time. How does it feel to be so intensely focused? What other times would it be helpful to be that focused?

**Memory:** On your way to the store, ask your child to memorize a list of eight to ten items that you need to buy. What memory strategies does your child use?

**Flexible thinking:** Have your child tell you how many different uses for a household object, such as a pencil or a pot, he or she can come up with. Ask how many little words he or she can make out of the letters in one long word, like *ambulance* or *Massachusetts*.

Thank you for your help.

Sincerely,

Your Fourth-Grade Teacher
Brain Workout #1

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

- 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.

  Note: Be sure to review how the Stop and Think Buddies worked this week. Did the students meet their individual stop and think goals, and did the buddies help?

  - Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

| The Jets team is frustrated with Dre! He interrupts, grabs, and does not wait his turn. |

Role-play the Jets team before and after Dre uses his stop and think skills during reading class.
Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
Unit 3: **Empathy**

UNIT OVERVIEW

**Unit Focus**
Empathy, the ability to understand and relate to the feelings of others, is fundamental to building a caring classroom community in which students respect and care about one another. Research also indicates that this skill is foundational to preventing bullying in later years. In this six-lesson unit, students will learn:

- the overall concept of empathy
- three central skills to facilitate empathy:
  - how to understand another person’s point of view and feelings,
  - how to think of a time when they had a similar feeling, and
  - how to show an empathic response.

Students will begin by learning to identify and differentiate various points of view. They will learn that someone’s point of view influences how someone feels and responds to a situation. Students will then learn to relate to another person’s feelings by thinking about a situation in which they have had a similar feeling. Lastly, students will identify practical ways to show empathy by doing or saying something to show that they care about the other person’s feelings.

**Unit Outcomes**

**Students will:**

- identify the feelings, perceptions, and points of view of others;
- use cognitive-flexibility skills to switch their thinking to identify different points of view in a situation;
- identify that other people may feel differently from themselves;
- use active-listening skills to elicit and understand the feelings and opinions of others;
- understand how feelings and behaviors influence each other;
- relate others’ experiences to their own experience;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
• express emotions to others in effective ways; and

• think flexibly to solve problems, i.e., consider multiple ways to solve a problem by looking at it from a variety of perspectives.

**Books Used in Unit:**

*Goldilocks and the Three Bears*

*Those Shoes* by Maribeth Boelts
Unit 3 | Lesson 1

Different Angles, Different Views

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 Switch It Up whenever time allows during the day/week. Note: Emphasize that this game helps the students practice switching from one set of rules to another, just like we practiced switching from one point of view to another in the lesson.

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 a point of view, differentiate between two opposing points of view, and discuss why understanding someone’s point of view is part of empathy.

ADVANCE PREPARATION

- Obtain a copy of the book Goldilocks and the Three Bears. Any version is sufficient, but a popular version is retold by Jan Brett.

- Prepare sentence strips with the following steps of empathy:
  
  *Empathy* is the ability to:
  - think about another person’s point of view and feelings,
  - remember a time when you felt that way, and
  - do or say something to show the person that you care about him or her.

Note: Leave these steps posted for the remainder of the unit because you will refer back to them throughout the lessons. Save these empathy sentence strips to refer to in future units, particularly in unit 5, Hurdles to Teamwork.
Prepare optical illusion #1 for the overhead or whiteboard. Note: Try to remember which image you saw when you first looked at the picture and whether you were able to see both images. There are two additional optical illusions included. If you have extra time, display and discuss the additional optical illusions.

Have the Train Your Brain! poster displayed.

Make sure to have a Getting Along Together Strategy Card available for each student.

Copy the Goldilocks Gazette page—one per partnership on each team.

Copy the Bear Times page—one per partnership on each team.

Have a newspaper available.

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

Copy and cut out the Home Connections tickets—one per student. Note: You may want to remind the students that they can complete their Getting Along Together homework on loose-leaf paper if they can’t find their tickets.

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**Agenda**

**Active Instruction**

- Introduce the unit’s topic, empathy.
- Introduce the concept of point of view by examining optical illusions.
- Review *Goldilocks and the Three Bears* to identify the two points of view in the story.

**Teamwork**

- Have partners compare the two points of view in the story by writing newspaper articles from each character’s point of view, and debrief with follow-up questions.

**Reflection:** Ask the Big Q.

**Home Connections:** Pass out the Parent Peek letter and this week’s ticket.

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**Active Instruction**

1. Introduce the new unit’s topic, empathy.

   **In unit 1, we reviewed how to express our own feelings, and in unit 2, we learned about friendship and how to be a friend to others. In this new unit about empathy, we will think about the feelings of our friends and teammates and how to show that we care about others’ feelings.**

   Post the sentence strips with the steps of empathy on them under the Tools for Teamwork. Point to the steps as you explain:

   **Empathy is the ability to think about another person's point of view and feelings, remember a time when you felt that way, and do or say something to show the person that you care about him or her.**
Empathy is another tool in our tool box that helps us get along with our teammates. When we do or say something to show that we understand our teammates and can relate to what they are going through, our teammates know that we think they are important. Showing empathy will help our teams grow stronger!

One way to understand how someone feels is to understand how he or she sees a situation from his or her point of view. Today we will focus on understanding someone’s point of view.

2. Announce 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: Why do you think Goldilocks and the Bears need to understand each other’s point of view and see things from another angle?

3. On the overhead or whiteboard, display a copy of optical illusion #1.

   - Use Buddy Buzz to have the students discuss the following:
     
     Tell your partner the first thing you see.
     
     - Remove the optical illusion. Say:
       
       Raise your hand if you saw the old woman.
       
       Raise your hand if you saw the young woman.

     Note: Tell the students not to worry if they weren’t able to see both images.

     Raise your hand if you saw both the old and the young woman.

     - Display the optical illusion again. Ask volunteer students to show where the two images are.

   Ask:

   Was it difficult to see both images?

   Answers will vary.

   What you saw was your point of view of this picture. Your point of view is how you see the situation.

   If you only saw one image in the picture, you have to think flexibly to try to see the second image from another point of view. When you think flexibly, you are using your cognitive-flexibility skills.

   Point to “Think flexibly” on the Train Your Brain! poster.

   Pass out a Getting Along Together Strategy Card to each student.

   Use Buddy Buzz to have the students discuss the following:

   Tell your buddy which of the flexible-thinking strategies on the card you could use to help you see both images in the picture.

   Randomly call on one or two students to respond.

   - Use self-talk to remind myself that there may be more than one way to solve a problem.
• If I am stuck, close my eyes, relax, and clear my mind.
• If I am stuck, take a short break from the problem, and come back to it from another angle.
• Keep a rubber band on my desk to remind myself to stretch and switch my thinking.


Before reading, tell the students that you are going to read them a book that is typically read to younger kids, but as older students, they have a different role in listening to it. Tell the students to listen to the story as a reporter trying to get the scoop on the two points of view in the story.

At the end of the story, ask:

What is Goldilocks’s point of view in the story?
She sees that the Bears aren’t home, and they have delicious food to eat, a comfortable chair to sit in, and a relaxing bed to fall asleep in.

What is the Bears’ point of view?
Goldilocks is in their house without their permission. She is using their chair and bed and eating their food, and she shouldn’t be.

Do Goldilocks and the Bears see her behavior in the same way?
No.

Give me a thumbs up if Goldilocks and the Bears have different points of view.

Emphasize that the characters have different points of view—different ways of seeing the situation.

Teamwork

1. Compare the points of view in the story by writing newspaper articles.

   • Pair students on each team. Tell the students that together they will be reporters who will describe the story from one character’s point of view.

   • Distribute a copy of the Bear Times page to one pair on each team and a copy of the Goldilocks Gazette page to the other pair on each team.

   • Depending on which article they are writing, have partner pairs discuss either how Goldilocks saw the story or how the Bears saw the story.

   • Have partners write a headline and a short four- or five-sentence version of the story on their newspaper. Show the students an actual newspaper as a model.

   • Have partners share their headlines with the rest of the team.

   • Debrief the activity by asking:

     Did Goldilocks and the Bears see the situation in the same way?
     No.
What was the difference in their points of view?

Goldilocks thought she was just making herself at home, and the Bears thought she was breaking and entering.

- Summarize that your point of view affects the way you see the situation.

**Reflection**

**The Big Q:**

Why do you think Goldilocks and the Bears need to understand each other’s point of view and see things from another angle?

So they understand how the other person sees the situation; it might help them solve the conflict if they understand each other’s point of view, 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**

- Have the students read fractured tales, such as *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas or *The Truth about Three Billy Goats Gruff* by Steven Otfinoski, and compare them with the traditional versions of the stories to emphasize how reading the story from a different point of view affects how you understand the story and think about the characters.
- Display the additional optical illusions to practice using cognitive-flexibility skills to see both images.
- In art class, put a vase of flowers or a bowl of fruit in the middle of the table. Arrange the flowers or fruit so some parts can only be seen from one perspective. Have the students sit at different places and angles and describe what they see from their different points of view. For instance, one student may see two oranges, and another student may not see them at all. Then have them switch seats to see the flowers or fruits from a new point of view. Discuss how their points of view affected what they saw.
- Have the students play any of the Cognitive Flexibility Brain Games to practice flexible thinking.
- Have the students journal about the following quote by Henry Ford: “If there is any one secret of success, it lies in the ability to get the other person’s point of view and see things from that person’s angle as well as from your own.”
Optical Illusion #1
Additional Optical Illusion
Additional Optical Illusion
Goldilocks Gazette
Dear Fourth-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 helps us get along with other people. It lets us read, without words, the feelings of others. Empathy is the topic of our new unit. It is the ability to understand someone else’s feelings and do or say something to show that you care about how that person feels.

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 in a book is feeling.

• Give your child a pat on the back to celebrate every time he or she shows empathy by doing or saying something to show that he or she cares about someone.

Sincerely,

Your Fourth-Grade Teacher
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

Tabitha wants to sit next to Alida at lunch. There is one seat left at the end of the table, next to Alida. Kareem wants to sit at the end of the table so he can be the first to get out to the recess yard. When they get to the lunchroom, Tabitha and Kareem start arguing over who will sit on the end seat.

What are the two different points of view in this situation?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
30 minutes  Unit 3 | Lesson 2

Point of View, Feelings, and Perception

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 Cloth of Many Uses whenever time allows during the day/week. Note: Emphasize that this game helps us practice thinking broadly and creatively about the many uses of one object, just like we need to think flexibly about different points of view and feelings.

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 point of view affects feelings, behavior, and perception. Students will practice giving “I” Messages based on different points of view. They will learn that understanding someone’s point of view and feelings is the initial step of empathy.

ADVANCE PREPARATION

☐ Have your copy of the book Goldilocks and the Three Bears available.
☐ Have the steps of empathy posted.
☐ Prepare a sentence strip with the expanded “I” Message: “I feel ________ when ________ because it seems ________.”
☐ Copy the Point of View and Feelings Scenario page—one per student.
☐ Prepare the Point of View and Feelings scenario for the overhead or whiteboard.
☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Discuss the different points of view and feelings in *Goldilocks and the Three Bears*, and brainstorm expanded “I” Messages.
- Explain that point of view affects feelings, behavior, and perception and that knowing someone’s point of view and feelings is a major part of empathy.

Teamwork

- Practice identifying different points of view and giving “I” Messages.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Announce the Big Q.

   **Big Q:** When people have differing points of view, how does saying back “I” Messages help you understand how the other person feels and what his or her point of view is?

2. Introduce the lesson, explaining how point of view affects feelings and behavior.

   - Tell the students that today’s lesson will focus on how someone’s point of view affects his or her feelings and perception of what happened.
   - Use the book *Goldilocks and the Three Bears* to make the connection between understanding someone’s point of view and understanding his or her feelings.

   Ask:

   **What is Goldilocks’s point of view?**

   *Goldilocks’s point of view is that she is a guest in the Bears’ house, so she thinks it is fine to eat the Bears’ delicious porridge and use their comfortable beds and chairs.*

   Post the sentence strip with the expanded “I” Message phrase, and read it aloud.

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

   **What is an expanded “I” Message that Goldilocks could say to the Bears when they are angry with her for being in their house?**

   *I feel scared when you chase me out of the house because it seems like you don’t understand that I just wanted to taste your porridge and try out your comfy beds and chairs.*

   **Note:** Explain that this type of “I” Message is helpful in situations in which you need to explain your point of view using the phrase “because it seems…” to explain how you perceive the situation. Explain that the shortened version of the “I” Message can also be used if you just need to tell your feelings and why.
Add any new feelings words to the Feelings Universe, discussing where they belong among the planets.

Ask:

What is the Bears’ point of view?

*The Bears’ point of view is that an unfamiliar girl is in their house, eating their food and using their chairs and beds without their permission.*

Use Think-Pair-Share to ask:

What is an “I” Message that Papa Bear could say to Goldilocks when the Bears find her in their house?

*I feel mad when you come into our house without our permission because it seems like you don’t care about other people’s belongings.*

Add any new feelings to the Feelings Universe, discussing where they belong among the planets.

The way Goldilocks sees the situation is different from the way the Bears see the situation.

Ask:

How do their different points of view affect their feelings and behavior?

*The Bears are angry and chase Goldilocks out of the house. Goldilocks feels scared because they are chasing her; and she feels confused because she thinks of herself as a guest in their house.*

Point to the sentence strips with the steps of empathy, and emphasize the first part of empathy: think about another person’s point of view and feelings.

**Understanding different points of view and how they affect feelings and behavior is the first step of empathy.**

3. Summarize the following main ideas about point of view, feelings, and behavior:

- A person’s point of view is the way he or she sees the situation. It does not mean it is true for everyone; someone else can have a different point of view.

- Your point of view affects how you feel and behave.

- A helpful way to express your point of view and feelings is to give an “I” Message. Saying back an “I” Message helps you understand how the other person perceives the situation.

- Understanding someone’s point of view and how it affects his or her feelings and behavior is the first step of empathy.
Teamwork

1. Distribute the Point of View and Feelings scenario to each student. The students will read the scenario in which two people have different points of view. Then they will practice giving expanded “I” Messages.

- Display the scenario on the overhead or whiteboard. Read it aloud.
- Pair the students, and assign a number to each partner. The 1s will be Rasheed, and the 2s will be Lakisha. Have the students read the scenario with their partner. Then explain that the students will write their characters’ points of view and “I” Messages.
- Have the students write their characters’ points of view.

Lakisha’s point of view is that she needs help with her homework, and her friend must not like her because he didn’t help her.

Rasheed’s point of view is that he has to catch the last bus home and is rushing, and maybe he can help Lakisha later.

- Have the students write an “I” Message that each character could give in the situation. Have partners say the “I” Messages to each other. Explain that these “I” Messages help to explain the person’s perception.

Lakisha: I felt hurt when you said you wouldn’t help me with my homework because it seems like you don’t want to help me.

Rasheed: I felt annoyed when you got upset with me for not helping you because it seems like you don’t understand that I have to run to catch the bus.

- Have partners say back the other person’s “I” Message to make sure they understand the other person’s feelings and perception.
- Have partnerships share their points of view and “I” Messages with the rest of the team.
- Circulate to hear team discussions.

Encourage the students to use words from the Feelings Universe or think of more sophisticated feelings words.

Optional: Offer team points to any team that uses a new feelings word.

Optional: Offer team points to any team that uses a new feelings word.

Reflection

The Big Q:

When people have differing points of view, how does saying back “I” Messages help you understand how the other person feels and what his or her point of view is?

It helps me understand what the other person thinks happened in a situation and that it might be different from what I think; it helps me make sure that I know how someone else feels; it helps me understand what the situation seems like to the other person and the underlying reasons that he or she thinks someone did something, etc.
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

- In reading or art, have partners make a flip book, writing one point of view in a story on one side of the book and the other point of view on the other side of the book.
- In social studies, have the students compare differing historical points of view, such as those of Native Americans and colonists. Ask them to identify how each group’s point of view affected their feelings and behavior in the situation.
- Change the seating in your classroom so the students see the room from a new perspective. Have the students compare what they see.
Point of View and Feelings Scenario

Is = Rasheed   2s = Lakisha

**Lakisha:** I’m having a lot of trouble with my math homework. I’m going to find a friend who can help me. Hey, Rasheed is good at math.

(calling to Rasheed) Rasheed, can you help me with this homework? I’m stuck.

**Rasheed** (rushing, on his way to catch the last bus home): No, I can’t right now. I have to get the bus. Maybe later.

**Lakisha:** You’re not being nice. I’m having a lot of trouble with math, and you won’t help me!

**Lakisha’s point of view:**

<table>
<thead>
<tr>
<th>I feel</th>
<th>when</th>
<th>because it seems</th>
</tr>
</thead>
</table>

**Rasheed’s point of view:**

<table>
<thead>
<tr>
<th>I feel</th>
<th>when</th>
<th>because it seems</th>
</tr>
</thead>
</table>

**Lakisha’s “I” Message:** I feel ___________________ when ___________________________________________ because it seems ____________________________.

**Rasheed’s “I” Message:** I feel ___________________ when ___________________________________________ because it seems ____________________________.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

Asad often struggles in math, but he studied hard for his fractions test. When the teacher hands back the tests, Asad sees that he failed the test. Shing asks Asad what grade he got, but Asad won’t answer. Asad crumples up the test and throws it in the trash.

What is Asad’s point of view? How does Asad probably feel? How does Asad behave? What is an “I” Message that Asad could give Shing?
Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
I know just how you feel!

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 Group Stop whenever time allows during the day/week. **Note:** Emphasize that this game helps us practice and experience the act of stopping suddenly, just like we need to stop and think about how others feel.

**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 second step of empathy: thinking about a time when you felt the same way as another person in a difficult situation. Students will understand that making an emotional connection to how someone else feels encourages us to do something to show empathy toward that person.

ADVANCE PREPARATION

- Have the book *Those Shoes* by Maribeth Boelts available. **Note:** The book’s pages are not numbered. Please number them ahead of time.
- Have the steps of empathy posted.
- Copy the set of Empathy Story Cards—one set per team.
- Prepare a set of Empathy Story Cards for the overhead or whiteboard.
- Have a journal available for each student.
- Copy and cut out the Home Connections tickets—one per student.
AGENDA

ACTIVE INSTRUCTION
- Have the students think about a time when they could empathize with how someone else felt.
- Read a book that illustrates important concepts about empathy.

TEAMWORK
- Use a variety of situations to have the students identify how a character feels and journal about a time when they felt the same way.

REFLECTION: Ask the Big Q.

HOME CONNECTIONS: Pass out this week’s ticket.

ACTIVE INSTRUCTION
1. Introduce the lesson, and announce the Big Q.

   Think about a time when a friend of yours felt sad or mad about something, and you knew just what he or she was going through. You might not have been in the exact same situation as your friend, but you could connect with how he or she felt.

   Pause while the students think about this time.

   Relating to how someone else feels is the next step of empathy. When we make this connection to the feelings of others and remember a time when we felt that way, we can imagine what they are going through. This is what empathy is all about.

   Point to the sentence strips with the steps of empathy, and emphasize the second step of empathy: remembering a time when you felt the same way.

   Announce the Big Q.

   Big Q: How will thinking about how someone else feels and a time when you felt that way help you to be a better friend and teammate?

2. Read Those Shoes by Maribeth Boelts.

   Explain that this book will illustrate important ideas about empathy.

   - Read pages 1–9. Ask:

     How does Jeremy feel about the shoes that Mr. Alfrey gave him? Why?

     He feels embarrassed or inferior because other kids are laughing at his “Mr. Alfrey shoes.”

   Introduce and add the feelings word inferior to the Feelings Universe if it is not already there. Discuss where it belongs among the planets. Define inferior as of less importance or value.
Ask:

Who is the only person not laughing at Jeremy?

*Antonio Parker.*

• Read pages 10–16.

Jeremy finds the shoes he wants at the thrift store, but they don’t fit. His grandmother gives him a new pair of snow boots, but he goes back to wearing the “Mr. Alfrey shoes.”

Ask:

What does he notice one day during math class?

*That Antonio’s shoe is taped up, and his feet look smaller than Jeremy’s.*

• Read pages 17–19. Use *Buddy Buzz* to have the students discuss the following:

Think about the self-talk that Jeremy uses. Tell your buddy what you predict Jeremy might do next.

Call on one or two students to respond.

*He might give the shoes to Antonio since Antonio’s feet are smaller.*

• Read pages 20 and 21. Ask:

Does Jeremy understand Antonio’s point of view and feelings? How do you know?

*Yes, he knows that Antonio’s point of view is that he wishes the cool shoes were his and that he probably feels the same way as Jeremy about wearing the old shoes.*

Emphasize that this is the first basic step of empathy: understanding someone’s point of view and feelings. Point to this first step of empathy.

Ask:

Can Jeremy think of a time when he felt the same way as Antonio?

*Yes, he wanted to have new shoes like everyone else and was embarrassed that he had to wear his old shoes.*

Emphasize that this is the second basic step of empathy: thinking about a time when you felt the same way. Point to this second step of empathy, and highlight the connection between the two people.

• Read the rest of the book. Ask:

How does Jeremy show empathy toward Antonio? What does he do or say to show that he cares?

*He gives Antonio the shoes.*

Emphasize that this is the third step of empathy: doing or saying something to show that you care. Point to it on the sentence strips.
Ask:

**How does getting the new shoes make Antonio feel?**

*Very thankful and happy.*

**What wonderful surprise happens at the end of the book?**

*It starts snowing, and Jeremy gets to wear the new boots that his grandmother bought him!*

Summarize by saying:

*Empathy begins by thinking about someone else’s point of view, feelings, and behavior. The next step is to make a connection to how someone else is feeling by remembering a time when you felt the same way, just like Jeremy did.*

## Teamwork

1. Have the students read a variety of situations and journal about a time when they felt the same way as the character in the situation.

- Give a personal example of a time when you were able to relate to a feeling that someone else had. Tell the students that they will be making that connection in this activity.

- Display the Empathy Story Cards on the overhead or whiteboard, and read the cards aloud.

- Pass out a set of Empathy Story Cards to each team. Tell the students that you want them to choose a card and write how the character in the situation feels and a time when they felt the same way. For example, if the character feels jealous, the students should journal about a time when they felt jealous.

- Have each teammate randomly choose a card and read it.

- Pass out a journal to each student.

- On the board, write the following instructions so the students know what to write in their journals:

  *Write how you think the character in the situation feels, and write about a time when you felt the same way as the character in the story.*

- After journaling, have the students work with a partner on their team to explain their situations, the feelings, and the times when they felt the same way as the character in the story.

- Circulate to listen to the conversations between partners.

- Ask the students if they have any new feelings words to add to the Feelings Universe. Discuss where they belong among the planets, and add them.

  **Card 1:** *Possible feelings: humiliated, embarrassed, etc.*

  **Card 2:** *Possible feelings: frustrated, embarrassed, hurt, etc.*
Card 3: Possible feelings: hurt, excluded, etc.
Card 4: Possible feelings: angry, sad, hurt, etc.

• Debrief by emphasizing the first two steps of empathy: thinking about another person's point of view and feelings and remembering a time when you felt that way. Use Random Reporter to have the students share a time when they felt the same way as the character, if they feel comfortable.

• After school, review the students' journals to get a sense of the feelings that they expressed and how they were able to relate to the characters' feelings and points of view. You will probably get many insights into your students' lives!

Reflection

The Big Q:

How will thinking about how someone else feels and a time when you felt that way help you to be a better friend and teammate?

If I think about a time when I felt the same way as that person, I can better relate to what he or she is going through; if I can relate to his or her feelings, I might be better able to do or say something to show that I care; I might be better able to think about myself in the same situation; I will be able to understand why he or she acts a certain way, etc.

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

• In reading class, have the students relate to the points of view and feelings of the characters by telling about a time when they felt the same way as the characters.
Empathy Story Cards

Card 1
Yun gets a new haircut, and a few people laugh when he walks into the classroom.

Card 2
Daija is reading slowly, and Diego says, “Hurry up.”

Card 3
Sefa won’t include Melina in the jump rope game she is playing with another friend.

Card 4
Akim tells Silvio that he throws the ball like a kindergartner.
**Weekly Class Council Meeting Guide**

**ADVANCE PREPARATION**

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

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

**Reminder:** Class Council is led by the week’s Cool Kid.

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

  **Shanera and Chloe are drawing self-portraits in art class. Shanera tells Chloe that she should redraw hers because she actually has a really big nose.**

  **How do you think Chloe feels when Shanera tells her that she has a big nose?**

  **Tell about a time when you felt the same way as Chloe.**

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- 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 Stop and Think Brain Game that will benefit your class 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.

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**Key Point of the Lesson:** Students will learn the last step of empathy, doing or saying something to show that you care about others, and they will practice completing a Random Act of Empathy card.

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**ADVANCE PREPARATION**

- Make sure the steps of empathy are posted.
- Prepare a Random Act of Empathy card for the overhead or whiteboard.
- Prepare the Empathy Story for the overhead or whiteboard.
- Copy the Random Act of Empathy card—one per student. **Note:** Make additional copies of the card, and leave them in a convenient spot so the students have the opportunity to fill them out whenever possible.
- Make room on a bulletin board or wall to display the cards as the students fill them out as a visual reminder to show empathy toward others and to celebrate examples of empathy at the end of the unit. Display these near the steps of empathy.
- Copy the four Empathy Scenario Cards—one set per team.
- Prepare the four Empathy Scenario Cards for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.

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At Class Council this week and next, you will discuss the number of Random Act of Empathy cards that students should complete in a week. Think ahead about a reward to have at the end of the unit to celebrate the random acts of empathy if the students meet this goal over the next two weeks.
Agenda

Active Instruction
- Discuss a sample situation in which a student could show empathy and the importance of doing or saying something to show that we care about another person’s feelings.
- Introduce the last step of empathy, doing or saying something to show that you care.
- Explain the random-act-of-empathy card, and model how to complete one.

Teamwork
- Teams will practice completing an empathy card and write and share a concrete example of showing empathy toward someone.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Announce the Big Q.

   | 1 minute |
   | Announce the Big Q. |

   Big Q: What would it be like to live in a world without empathy?

2. Introduce the last step of empathy.

   | 3 minutes |
   | Introduce the last step of empathy. |

   Doing or saying something to show that we care about another person is the last step of empathy. This is how we show empathy toward others.

   Point to the sentence strips with the steps of empathy, and emphasize the last step of empathy: doing or saying something to show that you care about the person.

   Point to the Tools for Teamwork.

   Showing empathy is another tool in our tool box that helps us get along with others and be better teammates. Doing or saying something to show that you care helps your teammates know that they are important to you.

3. Explain the concept of random acts of empathy. Model how to complete a Random Act of Empathy card.

   | 6 minutes |
   | Explain Random Act of Empathy cards. |

   Throughout the rest of this unit, I will look for great examples of students who show empathy.

   • Display the Random Act of Empathy card on the overhead or whiteboard, and explain it:

     These are Random Act of Empathy cards, where we will record situations in which someone in our class shows empathy toward someone else. Whenever you show empathy toward someone, fill out a card, and give it to me to post. If I see you showing empathy, I may ask you to fill out a card. During Class Council this week, we will set a goal of a minimum number of cards for our class to complete, and you will be able to earn a reward if you meet this goal.

   Remember to think ahead about a reward to have at the end of the unit to celebrate all the random acts of empathy if the class has met the goal.
• Read the card aloud.

• Display the Empathy Story on the overhead/whiteboard, and read it aloud.

  Jacob was really excited about the upcoming Shoe-Switch Friday. On this day, all the students are allowed to wear two different shoes to school. Jacob was definitely going to wear a sneaker and a boot on Shoe-Switch Friday. Unfortunately, Jacob didn’t hear the announcement that this special day had been changed to Shoe-Switch Monday. When he walks into school on Friday, he sees that everyone else has on two matching shoes. His face turns red, and he quickly walks to the bathroom.

• Model how to complete a sample Random Act of Empathy card. After reading the story, complete the card on the overhead or whiteboard, checking off each step as you do it:

  – I know the person feels embarrassed.

  – I thought about a time when I felt that way.

Tell about a time when you felt this way, and explain that this is an internal process that the students would do on their own in their mind, not aloud.

  – This is what I did or said to show that I care about the person: I asked the teacher if I could walk Jacob to the office to call home for a pair of matching shoes.

• Keep this sample card displayed as a guide during the Teamwork activities as the students complete their individual Random Act of Empathy cards.

• Emphasize that you want the students to demonstrate the three steps of empathy when filling out a card and that the cards are not to be filled out just because they are being nice or helpful, although that is important too!

• Show the students where the Random Act of Empathy cards will be kept and where they will be posted so the students can access them whenever possible.

### Teamwork

1. Have teams practice thinking through situations and brainstorming ways to show empathy toward the character in the situation.

- Pass out one set of four Empathy Scenario Cards to each team. Have each teammate randomly take one. **Note:** If there is a fifth team member, he or she can share a card with another teammate.

- Display the Empathy Scenario Cards on the overhead or whiteboard, and read the four scenarios aloud.

- Pass out a blank Random Act of Empathy card to each student.

- Tell the students to complete the empathy card based on their scenario. Prompt them to look at the sample card if they need help. Also, tell the students to refer to the Feelings Universe to identify the feelings of the person in the situation. Remind the students about the *internal* process of thinking about a time when they felt that way without writing it down.
• Team huddle: Have teams share their scenarios and examples of how they would show empathy.

Use Random Reporter to call on teams to share responses.

Scenario 1:
  – Feelings: Sad, frustrated, etc.
  – Show empathy by asking Keon if he wants help studying for the next test or telling him about a time when you failed something.

Scenario 2:
  – Feelings: Hurt or sad.
  – Show empathy by telling Sadira how nice she looks today or changing the conversation, etc.

Scenario 3:
  – Feelings: Embarrassed or rejected.
  – Show empathy by telling Victor about a time when you gave the wrong answer or trying to help Victor laugh it off.

Scenario 4:
  – Feelings: Sad, hurt, disappointed, excluded.
  – Show empathy by asking Mia to play another game.

Optional: Consider awarding points to teams for thoughtful ways to show empathy.

• At the end of the school day, post a few of the students’ sample Random Act of Empathy cards so they have examples of specific ways to show empathy.

Note: You may want to post the Cool Kid’s Random Act of Empathy card to make him or her feel special!

Reflection

The Big Q:
What would it be like to live in a world without empathy?

Answers will vary. For example, people wouldn’t do or say things to show that they care, people would only think about themselves, etc.

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

• If necessary, make more copies of the Random Act of Empathy card. Encourage the students to complete the cards, and post them on the bulletin board. **Note:** You will celebrate these random acts of empathy in lesson 6, so be sure that the students are showing empathy and recording their acts on the cards.

• In Class Council, set a goal of how many Random Act of Empathy cards the class should complete during the week.

• Recognize students who show empathy during the school day.
Random Act of Empathy

Name ____________________________

☐ I know the person feels _________________________________.

☐ I thought about a time when I felt that way.

☐ This is what I did or said to show that I care about the person:

Random Act of Empathy

Name ____________________________

☐ I know the person feels _________________________________.

☐ I thought about a time when I felt that way.

☐ This is what I did or said to show that I care about the person:
Jacob was really excited about the upcoming Shoe-Switch Friday. On this day, all the students are allowed to wear two different shoes to school. Jacob was definitely going to wear a sneaker and a boot on Shoe-Switch Friday. Unfortunately, Jacob didn’t hear the announcement that this special day had been changed to Shoe-Switch Monday. When he walks into school on Friday, he sees that everyone else has on two matching shoes. His face turns red, and he quickly walks to the bathroom.
Empathy Scenario Cards

Scenario 1
A classmate, Keon, failed a test.

Scenario 2
Sadira hears someone talking about her ugly shirt.

Scenario 3
Victor said a wrong answer and people laughed.

Scenario 4
Mia is not included in the tag game.
Unit 3 | Lesson 4

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

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

• Goal setting:
  – Review last week's goal, and assess progress.
  – Identify a new goal. Consider setting a goal of a minimum number of Random Act of Empathy cards that the class should complete this week.
  – 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.

  Silvio and some friends are playing basketball at recess. Yun asks if he can play, and Silvio says, “No, you’re too short. You’d never reach the basket.”

  How does Yun feel? Tell about a time when you felt that way. What could you do or say to show that you care about Yun?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Think it through, it could be you! “I Failed the Test!”

**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 Find the Connection whenever time allows during the day/week. **Note:** Emphasize that this game helps us practice thinking of multiple meanings for one word, just like we need to think of multiple ways to solve a problem.

**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 problem solve a situation that requires empathy.

**ADVANCE PREPARATION**

- Have a television, a DVD player, and the Getting Along Together 2nd Edition DVD available to show the “Think It Through, It Could Be You” video “I Failed the Test!” (grade 4, unit 3, lesson 5). **Note:** Preview the DVD before the lesson so you know what to expect.
- Copy the “Think it through, it could be you! I Failed the Test!” sheet—one per team.
- Prepare a master “Think it through, it could be you!” sheet for the overhead or whiteboard.
- Make sure all the Tools for Teamwork, especially the GAT Strategy Card, are visible.
- Copy and cut out the Home Connections tickets—one per student.
- If you have run out of the Random Act of Empathy cards, make more copies. Encourage the students to complete the cards and post them on the bulletin board to meet the goal they set in Class Council. During the week, point out examples of students showing empathy to encourage the class. **Note:** You will celebrate these random acts of empathy in lesson 6, so be sure that the students are showing empathy and recording their acts on the cards.
Think it through, it could be you! “I Failed the Test!”

**Agenda**

**Active Instruction**

- Introduce the “Think It Through, It Could Be You” video “I Failed the Test!”

**Teamwork**

- Watch the video.
- Have teams complete the “Think it through, it could be you!” sheet based on the video to practice using consequential thinking in problem situations.
- Teams will explain their best solution to the problem and its likely consequence.
- Teams will answer debriefing questions.

**Reflection:** Ask the Big Q.

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

**Active Instruction**

1. Introduce the lesson, and announce the Big Q.
   - Introduce the “Think It Through, It Could Be You” video.

   Explain that the students will watch a short video and use the “Think it through, it could be you!” sheet to discuss the problem in the video, possible solutions to the problem, and the consequences of each solution.

   - Explain that today’s lesson will focus on showing empathy in tough situations.

   Share an example of a situation in which you did not know what to do to show empathy toward someone. For example, maybe your friend’s pet died, and you knew that he or she was sad, but you weren’t sure what to do to show empathy. Explain that sometimes it is hard to know what to do to help someone.

   Use **Buddy Buzz** to have the students discuss the following:

   Tell your buddy about a time when you weren’t sure what to do to show someone that you cared about how he or she felt. Tell what you could have done in that situation now that you have had time to think about it.

   Call on one or two students to respond.

   - Announce the Big Q.

   **Big Q:** Why is it hard to show empathy sometimes?
Think it through, it could be you! “I Failed the Test!”

Teamwork

Video synopsis: Tasha, Mona, Flash, and Ricardo have just gotten their graded tests back. They are anxious about what grades they got. Tasha, Mona, and Flash look elated when they see their test scores, but Ricardo didn’t do as well. Ricardo crumples his test and looks dejected. Mona asks him what’s wrong. Ricardo says, “I failed the test.” Mona is unsure how to respond.

1. Give each team a “Think it through, it could be you!” sheet.
2. Show the video “I Failed the Test!”
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses. Chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead or whiteboard.
   1. Mona’s problem is that when Ricardo tells her that he failed the test, she doesn’t know what to do.
   2. Mona feels confused about what to do.
   3. The problem involves Ricardo, who probably feels embarrassed or disappointed that he failed the test.
4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that Mona already tried. Then teams write that solution in the Solution 1 box.
   
   Mona did not know what to do, so she did nothing.

   Neutral; sideways thumb.
5. Have teams do a team huddle to discuss the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   Mona could feel bad about herself for not saying something to make Ricardo feel better. Ricardo might feel that Mona wasn’t being a good friend because she didn’t help him.
6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use Random Reporter to obtain answers from several teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   Solution: Mona could show empathy toward Ricardo by offering to help him study for the next test.
   Consequence: Ricardo might feel like someone is willing to help him get a better grade.
**Think it through, it could be you! “I Failed the Test!”**

**Solution:** Mona could tell Ricardo about a time when she was disappointed about something that she wished she had done better.

**Consequence:** Ricardo might not feel like he is the only one who has ever failed something.

**Solution:** Mona could tell Ricardo that she’s sorry that he failed this time, but maybe he could talk to the teacher about getting some extra help.

**Consequence:** Ricardo might feel that he has a friend who cares about him.

**Others?**

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to have teams share responses.

   - How does having empathy for Ricardo help you make a better decision about what to do in this situation?
   - Do you think it is difficult to know what to do in a situation like this? Why?
   - Have you ever been in a situation in which showing empathy would be a good solution? Explain the situation.

9. Summarize the lesson:

   In difficult situations, sometimes it is hard to know what to do. Stopping and thinking about another person’s point of view and feelings can really help you figure out a way to do or say something to show that you care about the person.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues in a win-win way.

**Reflection**

**The Big Q:**

Why is it hard to show empathy sometimes?

*Answers will vary. For example, you might not be sure of what to do; you don’t want to bring attention to the situation because it might be embarrassing to the other person, etc.*

**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**

- Have the students brainstorm other solutions to the problem in the video and record them on the “Think it through, it could be you!” sheet.

- In Class Council, set a goal of how many Random Act of Empathy cards the class should complete this week.

- Have the students suggest how characters in their reading stories might be feeling. If there is a conflict, have the students suggest an empathic response.

- Change Adventures in Writing questions to have the students suggest how a character might use empathy in a particular problem situation.

- Have the students identify how historical figures or groups might have felt during historical events.
Think it through, it could be you! “I Failed the Test!”

1. What is Mona’s problem?

2. How does Mona feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Mona do to solve this problem?

5. Circle the best win-win solution for this situation.

Think it through, it could be you! “I Failed the Test!”

Solution 1 Possible Consequences

Solution 2 Possible Consequences

Solution 3 Possible Consequences

Solution 4 Possible Consequences
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

- Review the week, highlighting and celebrating examples of what went well, with input from the students and the Secret Spies.
- Goal setting:
  - Review last week’s goal, and assess progress. Ask:
    - Did the class complete the minimum number of Random Act of Empathy cards?
  - Identify a new goal. Consider setting a goal of a minimum number of Random Act of Empathy cards that the class should complete this week.
  - 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.

Walter and Jasmine are waiting in line to go to gym class. Gia accidentally bumps into Walter, who bumps into Jasmine. Jasmine almost falls to the ground. Walter tells Gia to be more careful.

What choices could Jasmine make in this situation? What might the consequences of those choices be? What would be the best choice to make to show empathy?
Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
I’m an empathy expert!

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 Cognitive Flexibility Brain Game that will benefit your class 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 the three key concepts about empathy and celebrate specific examples of showing empathy that they have exhibited during the unit.

ADVANCE PREPARATION

Note: Make sure you have everything ready to celebrate the students' random acts of empathy, either during the lesson with a simple compliment or in a bigger celebration like a pizza party, etc.

- Make sure you have everything ready to celebrate the students' random acts of empathy, either during the lesson with a simple compliment or in a bigger celebration like a pizza party, etc.
- Make sure the steps of empathy are posted.
- Make sure the Random Act of Empathy cards are posted on the bulletin board to be celebrated during the lesson.
- Prepare the Sample Roll to Console story for the overhead or whiteboard.
- Copy the Team Roll to Console story—one per team.
- Have dice available—one die per team.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction
- Review the steps of empathy.
- Celebrate specific random acts of empathy.

Teamwork
- Model how to play Roll to Console.
- Play the game Roll to Console to have fun practicing all three steps of empathy!

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review the steps of empathy, and announce the Big Q.
   - Review the three main concepts about empathy that the students have learned in this unit. Point to the steps as you review.
   
   **Empathy is the ability to:**
   - understand another person’s point of view and feelings;
   - remember a time when you felt the same way; and
   - do or say something to show that you care.

   Ask if anyone has any questions about empathy.
   
   - Announce the Big Q.
   
   **Big Q: Which of the three parts of empathy do you think you are good at? What can you do to get better at empathizing with others?**

2. Celebrate specific random acts of empathy.
   - Refer to the bulletin board with the posted Random Act of Empathy cards that the students have completed since lesson 4.
   - Read some of the cards to cite various examples of ways that the students have shown empathy over the past few weeks.
   - Celebrate the students who have shown empathy by giving them a pat on the back, saying kind and encouraging words to them, having teams do a cheer, etc.
   - Hopefully, the class has met the goal set during Class Council for the minimum number of Random Act of Empathy cards completed in the last two weeks! Announce the reward that you would like to give them for meeting the goal (pizza party, lunch with the teacher, etc.) and when they will get it.
Teamwork

1. Have teams play Roll to Console to practice showing empathy.
   - Tell the students that they will play a game to review all the empathy skills that they have learned throughout the unit.
   - Model how to play the game:
     - Display the Sample Roll to Console story and the six empathy questions on the overhead or whiteboard.
     - With the help of a few volunteer students, read the story and the empathy questions aloud.
     - Roll the die, and announce what number you rolled. Read the question that corresponds to the number that you rolled. Randomly call on teams to answer the questions.

Sample responses:

Roll a 1: What is the character's point of view?
She is new to the school and doesn't know anyone.

Roll a 2: How does the character feel in this situation?
Shy.

Roll a 3: Describe a time when you felt the same way as the character.
Answers will vary.

Roll a 4: What could you do to show that you care about the character's feelings?
I could invite her to do something with me.

Roll a 5: What could you say to show that you care about the character's feelings?
I could say, “Hey, do you want to hang out at recess?”

Roll a 6: What do you think will happen once you show empathy toward the character?
She will feel happier because she is becoming friends with people at the new school.

- Pass out a Team Roll to Console story and one die to each team.
- Have one team member read the story to the rest of the team.
- Have teams do a team huddle as they take turns rolling the die, reading the question, and answering it. Tell the students to roll again if they roll the number of a question that has already been answered.
- Circulate to hear how the students are answering the questions.
- If time allows, use Random Reporter to have teams share answers to the questions. Consider awarding team points for thoughtful responses.
Reflection

The Big Q:
Which of the three parts of empathy do you think you are good at? What can you do to get better at empathizing with others?

Answers will vary. For example, I am good at thinking about a time when I felt the same way as someone else; I am good at understanding someone’s point of view, but I need to think of better ways to show that I care, etc.

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

- If your class is responding well to the random acts of empathy, continue this idea throughout the next units.
- Have teams create new games to review the empathy skills.
- Have the students journal about how they are improving their empathy skills.
- Have the students think about people with physical challenges who use wheelchairs and what a typical day might be like for them. Have them write a fictitious letter to the president of the United States, asking him to install a new ramp for the person’s home. Ask them to use their empathy skills in writing the letter.
Sample Roll to Console Story

Rosalba comes to school in the middle of the year. She would really like to make a new friend, but she is shy. At lunchtime, she sits alone. When she goes outside, she plays by herself. When the teacher announces that it’s time to choose a partner, no one chooses her.

Roll the dice to share how you care!

Roll a 1: What is the character’s point of view?

Roll a 2: How does the character feel in this situation?

Roll a 3: Describe a time when you felt the same way as the character.

Roll a 4: What could you do to show that you care about the character’s feelings?

Roll a 5: What could you say to show that you care about the character’s feelings?

Roll a 6: What do you think will happen once you show empathy toward the character?
Team Roll to Console Story

Pedro is sure that he knows the answer to the math problem. He raises his hand to explain his answer, but his teacher says, “No, that’s not correct. Does anyone else know the answer?” A few kids laugh.

Roll the dice to share how you care!

Roll a 1: What is the character’s point of view?

Roll a 2: How does the character feel in this situation?

Roll a 3: Describe a time when you felt the same way as the character.

Roll a 4: What could you do to show that you care about the character’s feelings?

Roll a 5: What could you say to show that you care about the character’s feelings?

Roll a 6: What do you think will happen once you show empathy toward the character?
ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• Goal setting:
  – Review last week’s goal, and assess progress. Ask:
    
    **Did the class complete the minimum number of Random Act of Empathy cards?**
  – 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.

Renaka, Amanda, and Aneesh are best friends. Josephina asks if she can hang out with them at recess. Renaka whispers to Amanda that Josephina is a little weird, and they shouldn’t play with her. Josephina hears Renaka and walks away from the group.

What is Josephina’s point of view? How does Josephina feel? Think of a time when you felt the same way as Josephina. What could you do or say to show that you care about Josephina’s feelings? What do you think will happen if you show empathy toward Josephina?
Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- 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 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 review and practice strategies for focusing, assess their own progress in that cognitive area, and help one another continue to improve.

**ADVANCE PREPARATION**

- Make sure that the Train Your Brain! poster is visible under the Tools for Teamwork.
- Be ready with a creative distraction that will challenge your students’ ability to focus during the Teamwork activity. For example, you can play music or arrange to have your cell phone ring during the activity. Or you can ask some colleagues to come into your classroom and carry on a distracting conversation.
- Be sure that the students have access to both their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- The lesson asks that each student have a Focus Buddy for the rest of the week to help him or her achieve a focus goal. Buddies may choose a special signal to help each other all week, so they should be on the same team, or at least near each other for the entire week.
- Have the deck of Brain Game Cards available.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the focus lesson, and announce the Big Q.
- Review Focus Brain Games and the value of focusing in school.
- Review the focus strategies on the GAT Strategy Card.

Teamwork

- Introduce and debrief the focusing activity, reading and recalling word lists.
- Introduce Focus Buddies.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the lesson, and announce the Big Q.
   - Point to the Train Your Brain! poster under the Tools for Teamwork, and explain that today will be another brain workout, a lesson in which the students take their brains to the gym! Today they will strengthen their focus muscles.
   - Announce the Big Q.

   **Big Q:** What was a recent time in school when you knew you needed to focus and you did so successfully? How were you able to focus, how did it feel, and what did you look like while focused?

2. Review the Focus Brain Games and why and when focus matters.
   - Hold up the deck of Brain Game Cards, and ask the students to name a few Focus Brain Games and how they help the students practice focusing.

   *Zip, Zap, Zop; Catch That Sound; and Bobby Bright. You really have to pay close attention to play these games without making a mistake.*
   - Remind the students about the Focus Walk that they took a few weeks ago. Use **Buddy Buzz** to ask what the key point of that exercise was.

   *We realized that we can focus better if we know what to focus on and if we have a plan. We noticed many more red objects when we knew ahead of time what to look for.*

3. Briefly review the focus strategies.
   - Ask the students to get out their GAT Strategy Cards and review the focus strategies.
   - If it helps your class, display the strategy card on the overhead.
   - Have the students get with their partners to read each strategy and define it together. Circulate and clarify definitions as necessary.
Teamwork

1. Introduce and explain the team focus activity. **Note:** This first activity is intended to be too hard to do successfully since you are deliberately creating conditions in which focusing is very difficult. After struggling, the students will debrief why they were unable to focus and then will strategize about what you or they need to do differently to focus and succeed.

- Explain that when you say “Go,” you will read a list of words.
- Right before you say “Go,” begin whichever distraction(s) you have chosen. Then say, “Go!” and read Word List 1.
- Using a team huddle, ask:
  
  Of all the words in the list, which letter began most of the words?

- Take a few guesses. Ask for a show of hands to answer:
  
  **How many of you are guessing your answer? How many are sure you got it right? If you are simply guessing, what made this game so hard?**

  There were distractions; it was hard to hear; I did not know what to listen for because I did not know the point before I heard the list.

- Explain that you made the conditions difficult for focusing by causing distractions and not explaining what the students should listen for, so they did not have a plan with a goal. Point to the GAT Strategy Card on the overhead, and highlight that limiting distractions, having a plan with a goal, and taking notes were all hard to do in this situation.

- Ask:
  
  **How could you have found out what you should be listening for?**

  I could have asked questions such as, “What are we supposed to listen for?”

  Remind the students that asking questions is one of the key parts of active listening, which is essential for focusing well.

- Reveal the answer, \( l \), and see how many students got it right.

- Explain that the students will repeat the activity with a new word list. **Note:** With the second list, the students will tell which letter ends more words than any other, but do not tell the students yet.

- Have teams do a team huddle to review their focus strategies and to develop a plan to succeed. Use **Random Reporter** to ask:

  **What will you do and not do to succeed in this task?**

  Ask the teacher to limit distractions, or be ready to ignore the distraction; ask questions so we can plan exactly what to listen for; keep track of the letters by writing them down as the person reads the list; listen closely to the speaker.
Brain Workout #2

Focus Practice

**Note:** It is important that the students succeed with the second word list. Hopefully they will ask you questions about what to listen for before the exercise begins. If they do not, prompt them to do so before you read the list. Also, if they do not seem inclined to use the note-taking strategy, encourage them to do so and stress that taking notes is very useful when there is a lot of information.

- Repeat the exercise with Word List 2, giving the students time to write and count the words as necessary.
- Ask:

  **Of all the words in the list, which letter ended more of the words?**

- Before you give the answer, r, use Random Reporter to ask the following debriefing questions:

  - **How many of you guessed, and how many are sure you got it right?**
  - **Why was it easier to focus and succeed this time?**
  - **What strategies did you use?**
  - **If you used note taking, did you write the whole word or take a shortcut?**

- Highlight the value of limiting distractions, asking questions, having a plan with a goal, and writing down information as key focus strategies.

2. Introduce the Focus Buddies.

- Ask the students to form pairs within teams. Remind them about their Stop and Think Buddies from a few weeks ago, and explain that now each student will have a Focus Buddy.
- Ask the students to look in their journals at what they wrote during unit 1, lesson 2, when they were asked to:
  - Choose one time during the day when it’s hard for you to focus (e.g., when you are reading, when the teacher is giving directions, when there is a lot of noise in the room).
  - Choose two or three strategies that you will try to stay focused.
- Ask the students to share with their partners whether they have made progress in that area. If they have made progress, they should pick a new focus goal; otherwise, they should keep the same goal. The students should record the goals in their journals.
- Ask the buddies to brainstorm one or two strategies that could help with their respective goals and to note those in the journals.
- Invite buddies to come up with a secret signal or a code word to help each other achieve their goals for the week. Explain that you will give buddies a few seconds at different times during the day all week to give each other a pep talk or to use their signal.
- Explain that in this week’s Class Council, the students can share how they did and how they helped their buddies improve their focus skills.

Remind yourself to give buddies this opportunity to support each other all week any time good focus skills are required.
Reflection

The Big Q:
What was a recent time in school when you knew you needed to focus and you did so successfully? How were you able to focus, how did it feel, and what did you look like while focused?

Answers will vary.

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
- Spend additional time on the value of taking notes to increase both focus and retention of material. Teach some shortcut note-taking strategies, and/or ask the students to share some strategies that they use.
- Remember to prompt the Focus Buddies to help each other any time that focus is especially required.
- As a discussion or writing prompt, ask the students to brainstorm which kinds of professions require especially good focusing skills and why. What might happen if someone in that profession did not use good focusing skills?
- Invite students to create a Focus cheer to use whenever focus is especially indicated.
- Play some orchestral or band music, and ask the students to focus on listening to just one instrument. Ask, “How does it feel to focus so closely? How do you screen out the other instruments? Does it get easier with practice?”
Word List 1

LOG
FISH
FACT
LOVE
SINK
SAND
LOCK
FENCE
FIG
LUNCH
HOUSE
LEG
MAN
MUG
Word List 2

WENT
DOOR
CAN
CAR
TREE
JAR
MAN
YEAR
DOG
TRAP
SAD
BEAR
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal.
    Remember to Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.

Note: Review how the Focus Buddies worked this week. Did the students meet their individual focus goals, and did the buddies help?

  – Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Misha just got a puppy. She keeps thinking about that puppy instead of thinking about math, and she is not helping her team earn points.

What strategies could her teammates suggest that Misha use to focus in math class?
Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus

In this unit, students will learn about the value of self-talk, which is defined as what we say to ourselves about a situation. While self-talk has been introduced as a coping strategy in Getting Along Together since the early grades, it is explored in a more explicit and detailed manner in this unit.

The two main goals of the unit are to make students much more aware of how often they engage in self-talk and to help them realize that the content and tone of that inner voice has a profound effect on feelings and behavior. Drawing on the basic premises of cognitive-behavioral therapy, the unit teaches that thoughts—positive or negative, rational or distorted, and empowering or defeatist—affect feelings and behavior. Thoughts that are consistently negative, irrational, or defeatist evoke anxious or unhappy feelings, which in turn inspire self-limiting or self-alienating behaviors. Students will learn that with awareness and practice, they can begin to control their self-talk and choose positive, rational, and empowering words that inspire confidence and resilience in difficult situations.

A key aspect of effective self-talk is that it is both positive and realistic. Students are taught that self-talk is not a magic panacea and that they need to choose words that ring true to their discerning selves. For example, students are taught the difference between saying “I am going to ace the next test and get the best grade in the class” and “I can do better on the next math test than I did on the last one.”

The first two lessons of the unit stress developing an awareness of self-talk and its impact on feelings and behavior. The next two lessons help students recognize the role of positive self-talk in specific situations, such as feeling that they can’t do something or feeling disappointed that something did not go their way. The final lesson offers review and practice of positive self-talk, and explores its role in enhancing resilience.
Unit Outcomes

Students will:

• understand the influence of negative and positive self-talk on their feelings and behavior;
• understand the value of recognizing and adjusting the tone of their self-talk to enhance confidence and resilience;
• use self-talk to calm themselves down;
• use self-talk to enhance focus; and
• use self-talk to cope with disappointment, failure, and unfairness.

Books Used in Unit:

The Dot by Peter H. Reynolds
Wilma Unlimited by Kathleen Krull
What is self-talk?

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 Stop and Think Brain Game that will benefit your class 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 increase their awareness of how often they engage in self-talk and of the influence that both negative and positive self-talk has on their feelings and behavior.

ADVANCE PREPARATION

☐ Copy the Museum Mystery worksheet—one per student.
☐ Prepare a copy of both examples of Ming’s self-talk for the overhead or whiteboard.
☐ Sign and copy the Parent Peek letter—one per student.
☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

• Introduce the definition of self-talk, and announce the Big Q.
• Debrief two examples of self-talk.
• Introduce the link between thoughts, feelings, and behaviors.
Teamwork
- Have the students complete the Museum Mystery worksheet to increase self-talk awareness.
- Debrief the activity.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter and this week’s ticket.

Active Instruction
1. Explore frequent use of self-talk as a helpful strategy in Getting Along Together; announce the Big Q.
   - Ask the students to look at their Getting Along Together Strategy Cards to see how often self-talk is suggested.
   - Ask one or two students to define self-talk and give an example.
     
     Self-talk is what we say to ourselves, or what we tell ourselves to do. For example, we can tell ourselves to focus, or we can tell ourselves to calm down.
     
   - Define self-talk.
     
     Self-talk is what we tell ourselves, in our heads, about a situation.
   - Explain how frequently we all use self-talk.
     
     We all talk to ourselves most of the time, especially when we are doing something that is new, hard, or scary. But we may not realize how talkative our inner selves are! In this unit, we will learn to be more aware of how often we use self-talk and why the kinds of words we say to ourselves matter.
   - Announce the Big Q.
     
     Big Q: When was a time in school that you remember using positive self-talk? Describe the situation.

2. Debrief an example to illustrate the influence of negative and positive self-talk.
   - Explain that the students will explore an example of how self-talk affected a fourth grader named Ming. Project and read aloud the following:
     
     Ming is new at her school and sits by herself at recess and lunch. She says to herself, “No one likes me. No one wants to be my friend. There must be something wrong with me. I do not fit in here. I will never make a friend in this school.”
   - Ask:
     
     What is Ming’s self-talk? What is she saying to herself?
     
     No one likes me; there is something wrong with me; I will never make friends.
What is self-talk?

How do you think that self-talk makes Ming feel?
_Sad, rejected, excluded, pathetic, unlikeable._

How are those feelings probably affecting how Ming behaves, or acts, in her new school?
_She is probably not reaching out to anyone, not smiling or acting friendly, she has given up, etc._

- Highlight that Ming’s negative self-talk is affecting her behavior and is not helping her make friends in her new school. Now project and read aloud the following:

“I made friends in my last school, so I can make friends in this school. This situation is hard, but I can do it. I can try smiling. I can try talking to just one person today. Someone else must be new too. I can try to find someone who looks alone like me and say hi.”

- Ask:

_Do you think the positive Ming will have an easier time making friends than the negative Ming? Why?_

_Yes, because the positive Ming will act more friendly, like she wants to meet other kids, and will be more fun to be with. She will try harder._

- Explain that in the weeks ahead, the students will practice turning discouraging self-talk into encouraging self-talk, just like Ming did.

3. Explain the connection between self-talk (what we tell ourselves about a situation) and how we feel and act.

- Remind the students of the link between feelings and behavior. Say:

_In Getting Along Together, you have learned that how we feel affects how we act. If I feel sad or hurt, those feelings will affect how I act around my friends._

- Write on the board “Feelings → Behavior.”

- Explain that now that the students are in fourth grade, they are ready to understand another part of that equation.

- Add the following to the equation on the board:

“Thoughts/Self-talk → Feelings → Behavior.”

- Say:

_What we tell ourselves about a situation, using self-talk, affects how we feel about that situation, which affects what we do and how we act. Ming is a good example of how negative and positive self-talk affect feelings and behavior._
What is self-talk?

Teamwork

1. Help the students become aware of their own self-talk by doing the Museum Mystery activity.
   - Hand out the Museum Mystery worksheet to each student. **Note:** The purpose is to give the students a challenging task that should induce self-talk, but do not tell them the reason for the activity yet. Have them complete the activity first, and then tell them why afterward.
   - Explain that the students have 2 or 3 minutes to solve the mystery. Offer extra points or a motivating prize to increase a sense of urgency if appropriate.
   - If necessary, explain that an octagon has eight sides like a stop sign.
   - At the end of the allotted time, see which students were able to solve it. **Note:** Consider giving prizes to everyone at the end of the lesson since the experience of solving the mystery is more important than getting the correct answers.

   - Pig = square, banana = circle, dog = triangle, gorilla = octagon.

   - Have the students ask themselves, “What kind of a self-talker am I?” On the back of the Museum Mystery sheet, have them write down their self-talk. Give them a sentence starter: “While I was solving the Museum Mystery, I said to myself:”
      **Note:** If some students say they cannot remember what they said to themselves, explain that they are probably not alone; many of us are not aware of what we say to ourselves in our heads, even though we are self-talking almost all the time. One key purpose of this unit is to be more aware of that inner voice. Ask the students to do their best to remember.

   - When the students finish, ask them to put a + sign next to any self-talk statements that are positive or encouraging (such as “I can do this” or “This is fun”) and a – sign next to those statements that are negative or discouraging (such as “I don't have enough time” or “This is too confusing”).

2. Have teams debrief the Museum Mystery activity.
   - Ask teammates to take turns telling one another the kinds of self-talk statements they said to themselves during the activity.
   - Ask teammates to take turns answering the following questions:

      **Did you start with negative or positive self-talk?**
      **Did your self-talk change as you continued the activity? Why?**
      **Did you say the same kinds of statements as another teammate?**

   - Use **Random Reporter** to have a few teams share examples of self-talk.

   - End the lesson by summarizing that today the students learned that there is a powerful link between what we say to ourselves and how we then feel and act. The students also had the chance to become more aware of their own self-talk. In the next lesson, the students will learn more about why positive self-talk is so important and how to turn discouraging self-talk into encouraging self-talk.
Reflection

**The Big Q:**
When was a time in school that you remember using positive self-talk? Describe the situation.

*Answers will vary.*

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 about *The Little Engine That Could*, and consider reading it. If you feel that your students are too old for this book, ask them to write a similar story that highlights the significance of positive self-talk for older students.

- Ask the students to pay close attention to their self-talk and to keep a log in their journals of the kinds of self-talk they use in school or at home. If the students know the term *eavesdrop*, tell them to eavesdrop on their inner voices! Key times for them to notice self-talk are when they take a test, when they do their homework, and when they try something new or difficult.
Dear Fourth-Grade Parent or Family Member:

Today your child began a new unit in Getting Along Together called the Power of Positive Self-Talk.

We all talk to ourselves in our heads all the time. Think about when you are trying something new or difficult or when you are worried about something; your inner self is probably talking nonstop!

In this unit, the students will learn that positive self-talk calms us down, makes us feel more confident, and helps us to be more successful. The students will become more aware of the kinds of words they say to themselves, especially in challenging situations, and they will learn to change negative self-talk into positive, encouraging self-talk.

Here are a few ways that you can help your child practice positive self-talk at home:

• Tell your child about some times when you talked yourself through a difficult situation. For example, a time when you had to learn something new at work and told yourself, “I can do this. I can focus, listen, and learn.”

• Help your child eliminate the words “I can’t” and practice saying “I can” instead. For example, instead of “I can’t do this homework,” help your child say, “I can start over and try again,” or “I can ask for help.” Instead of “I can’t shoot baskets,” try “I can practice more and get better.”

• When you see a character on TV in a difficult situation, ask your child what kind of self-talk he or she thinks that character is using.

• Challenge yourself and your child to do something difficult together, such as twenty sit-ups or learning a complex dance. Practice positive self-talk as you work on the challenge, and tell each other what you said and how it helped.

Thank you for your help with this unit.

Sincerely,

Your Fourth-Grade Teacher
Ming is new at her school and sits by herself at recess and lunch. She says to herself,

“No one likes me. No one wants to be my friend. There must be something wrong with me. I do not fit in here. I will never make a friend in this school.”
“I made friends in my last school, so I can make friends in this school. This situation is hard, but I can do it. I can try smiling. I can try talking to just one person today. Someone else must be new too. I can try to find someone who looks alone like me and say hi.”
Museum Mystery

One wall at the museum has four paintings, each in a differently shaped frame. The frame shapes are a square, a circle, a triangle, and an octagon.

Use the following clues to solve the mystery. Which paintings are in which frames?

1. The painting of the dog is not in the square frame.
2. The painting of the banana is in the frame shaped like a basketball.
3. The painting of the pig is not in the triangle frame.
4. The painting of the gorilla is in a frame with eight sides.
**ADVANCE PREPARATION**
- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

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

**Reminder:** Class Council is led by the week’s Cool Kid.

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

Venus is starting a new school, and she doesn’t know anyone. On the bus, she says to herself, “No one will like me, and all the kids will be mean. I will never make friends…”

Help Venus with her self-talk! What could she say instead? How will more positive self-talk help her in her new school? Role-play Venus using both kinds of self-talk.

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
Unit 4 | Lesson 2

Practicing Encouraging Self-Talk

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 Brain Game that benefits your class 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 further explore the important influence of self-talk on feelings and behavior and will practice using encouraging self-talk in challenging situations.

ADVANCE PREPARATION

☐ Have the Thoughts → Feelings → Behaviors equation displayed on the board.
☐ Prepare chart paper titled Positive Self-Talk for Good Balancing.
☐ Prepare the Examples of Self-Talk Phrases page for the overhead or whiteboard.
☐ Copy the Zach’s Math Dilemma worksheet—one per team.
☐ Prepare the Zach’s Math Dilemma worksheet for the overhead or whiteboard if that helps your class.
☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

• Review the concept of self-talk, and announce the Big Q.
• Introduce and debrief a study on the role of self-talk in a balancing exercise.
• Explore helpful and unhelpful examples of self-talk.
Teamwork

- Have teams complete the Zach’s Math Dilemma worksheet.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review the importance of being aware of your inner voice.
   - Remind the students of the links between thoughts, feelings, and behaviors and that negative, discouraging thoughts can make us less able to solve a problem or do our best work.
   - Ask the students to raise their hands if they have been more aware of their self-talk in the last few days; invite any students to share examples of either encouraging or discouraging self-talk. Share a personal example if you have one.
   - Explain that today the students will practice recognizing and using encouraging self-talk in challenging situations.
   - Announce the Big Q.

   **Big Q:** Henry Ford, a famous American who helped to invent the modern automobile, said, “If you think you can do a thing...Or think you can’t do a thing...you are right!” As you think about self-talk, what does this quote mean to you?

2. Introduce a balancing study* that indicates the beneficial influence of positive self-talk.
   - Describe the following experiment:
     Scientists studied 125 people as they each tried to balance for as long as they could on a very tippy board. The scientists learned that the people who could balance the longest all used positive self-talk, saying words like “I know I can do it,” “Focus on your feet, and find the best position,” “Take a deep breath,” or “Don’t worry; take your time, and slow down.” The people who balanced for the shortest times used discouraging self-talk, like “This is too hard,” or “I’m no good at balancing.”
   - Use **Buddy Buzz** to ask:
     Does this study surprise you? Why or why not?

     *Take one or two student answers.*

     What does it tell us about the importance of self-talk?

     *Take one or two student answers.*
Use **Think-Pair-Share** to have the students answer the following questions and identify examples of helpful and unhelpful self-talk. Chart their responses on the Positive Self-Talk for Good Balancing chart.

**If you felt nervous trying to balance on a tippy board, what kind of self-talk would help you calm down?**

*Take a deep breath; don’t worry; take your time.*

**What kind of self-talk would help you focus on balancing?**

*Don’t think about anything else, just concentrate on balancing; focus on your feet.*

**What kind of self-talk would help you improve in balancing?**

*Bend your knees, focus on your feet, and find the best position.*

**What kind of negative self-talk would make you feel more worried or discouraged about being able to balance?**

*This is too hard; I can’t do this; I’m no good at balancing; I’m going to fall.*

3. Help the students identify which kinds of self-talk phrases to avoid, which to embrace, and why.

- Project the Examples of Self-Talk Phrases to show the students lists of helpful and unhelpful self-talk phrases. Highlight the defeating power of words like “I can’t,” “I will never...,” and “There is no point,” and contrast this with more empowering words that encourage planning and focus.

- Highlight the importance of starting any challenge by telling yourself what you **can** do, not what you **can’t** do. For example, in the experiment that you discussed, successful balance subjects tell themselves what they **can** do, such as “Take a deep breath” or “Bend your knees.”

3 or 4 minutes

**Compare self-talk phrases.**

4. Introduce the key concept that effective self-talk is positive and believable.

- Explain that we need to believe what our inner voices are saying. You are smart, and you know if your encouraging words make sense. For example, if someone in the balance study knows that balancing has always been hard for her, she should not tell herself, “I am going to balance longer than every other person in the room.” She will know that is not likely to happen. But she can say to herself, “I am going to focus really hard on this task and try to balance longer than I usually do. I am going to try to balance longer than I did in the practice session.”

- Return to the Examples of Self-Talk Phrases, and highlight how they help us say words that are both positive and believable. Note that there are no phrases like “This task will be so easy,” or “I am great at everything I do.” Helpful self-talk is both positive and believable.

3 or 4 minutes

**Highlight the importance of realistic, believable self-talk.**
Teamwork

10 minutes
Team worksheet

1. Have teams complete the Zack's Math Dilemma worksheet.

- Remind the students about Ming from the last lesson whose discouraging self-talk was making it harder for her to make friends. Explain that self-talk is important in both social and academic situations. Today the students will examine an academic situation.

- Give each team a copy of the worksheet. Show a copy on the overhead or whiteboard if that helps the class.

- Ask the teams to read about Zach's situation and have a team huddle to answer each of the three questions on the sheet. Then use Random Reporter to have one or two teams share responses to each question.

  Team Huddle Question #1: What is Zach's self-talk? Is it helpful and encouraging or unhelpful and discouraging?
  
  He says, “I can’t do it. It’s too hard. I am going to fail.” This is unhelpful and discouraging.

  Team Huddle Question #2: How will this self-talk make Zach feel, and how might those feelings affect how he does on the test?

  Zach will feel full of worry, anxiety, and self-doubt. He will move up the Feelings Thermometer, which will make it hard for him to think clearly. He might be too anxious to concentrate, or he might just decide not to even try.

  Team Huddle Question #3: Help Zach use helpful and encouraging self-talk! What new self-talk do you suggest for him?

  I can get lots of these problems right because I got the practice ones right. I can focus and take my time. I can do better on this test than I did on the last one. I can breathe and stay calm. If I do poorly, the teacher will help me.

- Announce that you will begin to give the students some time before tests and other challenges to practice positive self-talk (make yourself a reminder note to do so).

- Summarize that positive, believable self-talk is helpful in academic and social situations, and ask the students to continue to pay attention to what they say to themselves.
Reflection

The Big Q:

Henry Ford, a famous American who helped to invent the modern automobile, said, “If you think you can do a thing...Or think you can't do a thing...you are right!” As you think about self-talk, what does this quote mean to you?

Answers will vary.

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

• Give the following journal assignment: Think of a time when you were about to take a difficult test, like Zach. What kind of self-talk did you use? Would you use different self-talk now?

• Ask the students to brainstorm how Zach could have used positive self-talk when he was studying for the math test.

• Present the following as a discussion or writing assignment: Someone once said that your inner voice should act like your best friend. What would a friend say to you in a challenging situation? Is that a helpful way to remember to use encouraging self-talk? Why or why not?

• Invite the students to comment on the self-talk of characters in literature and to speculate about the kind of self-talk that various historical figures and famous athletes would use.

Examples of Self-Talk Phrases

**Unhelpful, Discouraging Self-Talk**

✗ “I can’t…”
✗ “I will never…”
✗ “There is no point.”
✗ “It’s too hard.”
✗ “I always get these wrong.”
✗ “It’s not fair.”

**Helpful, Encouraging Self-Talk**

✓ “I can…”
✓ “I can take a first step.”
✓ “I can focus.”
✓ “Breathe and stay calm.”
✓ “I can take my time and have a plan.”
✓ “I can ask for help.”
✓ “I know I can handle this because…”
✓ “I can be prepared.”
✓ “I can improve.”
Zach’s Math Dilemma

Zach finds math difficult. He has a big math test today. Even though he studied hard and got many practice problems right, he does not feel confident.

Team Huddle Questions:

1. What is Zach’s self-talk? Is it helpful and encouraging or unhelpful and discouraging?

2. How will this self-talk make Zach feel, and how might those feelings affect how he does on the test?


I can’t do math. It’s too hard.
I am going to get so many problems wrong, and I will fail the test. It’s a waste for me to even try.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• 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.

  Omar wants to learn to play the drums. He says to himself, “Drums look so easy, I am going to be the best drummer in the school.” Rita wants to learn to play the trumpet. After one lesson, she says to herself, “I can’t play this. It is too hard; I will never be able to play a song.”

  Help both Omar and Rita with their self-talk!

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
If I can make little dots...

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 Brain Game that benefits your class 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 practice recognizing the difference between negative and positive self-talk and will apply positive self-talk to challenges in their own lives.

ADVANCE PREPARATION

☐ Have the chart of Examples of Self-Talk Phrases from lesson 2 displayed.
☐ Copy the “What self-talk works for me?” worksheet—one per student.
☐ Prepare the “What self-talk works for me?” worksheet for the overhead/whiteboard if that helps your class.
☐ Have index cards available—one per student.
☐ Have a copy of The Dot by Peter H. Reynolds available. Note: The book does not have page numbers, so number the pages yourself. Consider writing the suggested questions on sticky notes on the appropriate pages. The illustrations are wonderful, so try to allow everyone to see the pictures!
☐ Prepare a chart titled Use Positive Self-Talk When Doing Something Difficult or New. Include the following information:
  – Say what you can do, not what you can’t do!
  – Keep self-talk positive and believable.
  – Start small!
☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

• Introduce the lesson, and announce the Big Q.
• Read and debrief The Dot.
• Introduce three key points about positive self-talk.

Teamwork

• Have the students complete the “What self-talk works for me?” worksheet.
• Ask the students to create self-talk cue cards.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Review the unit’s theme, and announce the Big Q.
   • Remind the students that they have been learning about the connection between positive self-talk and positive feelings and behaviors.
   • Consider sharing a quick example of how positive self-talk helped you in the last few days, perhaps when learning a new computer program, taking an exercise class, etc.
   • Explain that today the class will read a book on the power of positive self-talk. Then announce the Big Q.

   **Big Q: Why is using encouraging self-talk one of our Tools for Teamwork?**

2. Read and debrief The Dot.
   • Read through page 4. Ask:
     **Does anyone hear any unhelpful, discouraging self-talk?**
     “I just can’t draw!”
   • Read through page 10. Ask:
     **Does anyone hear any hopeful changes in Vashti’s self-talk?**
     *Maybe she is beginning to say what she can do, not only what she can’t do.*
• Read through page 14. Ask:

**What kind of self-talk are you hearing now, and what effect is it having?**

She is saying what she can do (“Hmmph, I can make a better dot than THAT!”), and she chooses to open her paint set!

• Read through page 18. Use **Think-Pair-Share** to ask:

**When the book began, Vashti said, “I just can’t draw!” Now she is saying, “If I can make little dots, I can make BIG dots too.” What has changed inside Vashti, and why?**

Once she starts to talk about what she can do instead of what she can’t do, she starts to feel more confident and hopeful. She gets better at telling herself what she can do and at encouraging herself to give it a try.

• Finish reading the book. Use **Think-Pair-Share** to ask:

**What do you think will happen to the little boy after Vashti tells him to sign his squiggle?**

He might realize that he drew something worth signing, so he might start to have a more hopeful opinion of himself as an artist. Maybe Vashti will see if her teacher can frame his squiggle like she did with Vashti’s dot.

**Why do you think the author wrote this book?**

Answers will vary. Encourage the students to focus on the power of positive self-talk as they reply.

3. Referring to *The Dot*, highlight three key points about positive self-talk to use when trying something difficult or new.

• Point to the Use Positive Self-Talk When Doing Something Difficult or New chart, and summarize each key point as follows.

  – **Say what you can do, not what you can’t do!**

Remind the students that “I can’t” is at the top of the list of examples of unhelpful self-talk phrases that they reviewed in the last lesson. “I can’t” is never going to lead Vashti to open her paints!

  – **Keep self-talk positive and believable.**

Explain that Vashti did not go from saying, “I can’t draw” to “I can draw like a famous artist.” She went from “I can’t draw” to “I can make a dot”—which is both positive and believable.

  – **Start small.**

Remind the students that the teacher says, “Make a mark and see where it takes you.” She did not say, “Draw a beautiful picture of a city, or draw a farm scene.” Remind the students about the balancing people who simply said, “Bend your knees,” not “Be the best balancer in the room.”

Skip the last two questions if time is an issue.

3 or 4 minutes

Highlight three key points about self-talk.

In this week’s Class Council, consider setting a class goal to eliminate the phrase “I can’t!”
Teamwork

1. Ask the students to complete the “What self-talk works for me?” worksheet individually within their teams.
   - Hand out the worksheets to each student. Project it on the overhead/whiteboard if that helps your class.
   - Have the students complete question 1 of the worksheet individually, reminding them of the three points about positive self-talk.
   - Ask the students to share and compare their responses with their teammates.
   - Use Random Reporter to have a few teams share responses about similarities and differences among team members’ answers.
   - Have the students complete question 2 of the worksheet individually and then share and compare their answers with their teammates.
   - Use Random Reporter to have a few teams share responses about similarities and differences among team members’ answers.
   - Ask the students to select one or two encouraging self-talk phrases that resonate with them, either from the worksheets or from the Examples of Self-Talk Phrases chart, and write them on an index card. The students will use these as self-talk cue cards. Suggest that the students post the cards where they can see them, as a reminder of what to say when faced with something challenging.

2. End the lesson by posting the sentence strip “Use encouraging self-talk,” under the Tools for Teamwork.

Reflection

The Big Q:

Why is using encouraging self-talk one of our Tools for Teamwork?

Everyone in the class benefits when each student feels confident and performs his or her best. When one student feels discouraged or hopeless, it can affect everyone. Since everyone on a team needs to contribute to the team, it is important that each team member think “I can,” not “I can’t.”

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

- As an art project, show some pictures of paintings by Vincent van Gogh, especially his more colorful, vibrant ones. Explain that he was a famous artist who once said, “If you hear a voice within you say ‘You cannot paint,’ then by all means paint, and that voice will be silenced.” Connect silencing that voice to what the students learned about how to silence unhelpful, discouraging self-talk, such as eliminating the phrases “I can’t” and “I will never.”

Then ask the students to paint something—it can simply be a colorful dot—that is inspired by one of Van Gogh’s paintings. As they do, the students should practice helpful, encouraging self-talk.

- Remember to allow time for the students to use positive, believable self-talk before a test and when learning a new or difficult skill. Encourage the students to share with the class what they said to themselves.

- Create a self-talk cheer.
What self-talk works for me?

1. Think of something in school that you really enjoy and feel good about while you are doing it. It can be something like reading, drawing, taking a spelling or math test, or playing sports. Close your eyes, and picture yourself in that activity.

   What are you saying to yourself before and during the activity? Fill in the self-talk bubble with an example of your self-talk.

   ![Speech bubble]

2. Think of something in school that is hard for you. It can be something like reading, math, drawing, or playing sports. Close your eyes, and picture yourself in that difficult activity.

   Now that you are a positive self-talk expert, what kinds of positive and believable self-talk could you try in this situation? Fill in the self-talk bubble with an example of your self-talk.

   ![Speech bubble]
ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal. Consider a class goal to eliminate the phrase “I can’t” and replace it with “I can!”
  – 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.

Role-play the key scenes from The Dot. The students can be the teacher, Vashti, or the little boy at the end. Broaden the role-play activity to other similar situations that might come up in school.

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Disappointed you did not do better? Try a little self-talk!

**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 Unfortunately, Fortunately 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 the value of positive self-talk when coping with disappointment in themselves or an outcome.

**ADVANCE PREPARATION**

- Continue to display the Thoughts → Feelings → Behaviors equation.
- Prepare a chart titled Disappointed? Tell Yourself to…, and include the following:
  - stop and stay cool;
  - look for what is good in the situation; and
  - look ahead to the future.
- Prepare the basketball scenario for the overhead or whiteboard.
- Copy Letter A and Letter B. The students will complete them in partnerships within their teams. Each partner should have a different letter.
- Prepare each letter for the overhead or whiteboard if that helps your class.
- Make sure the students have their GAT Strategy Cards.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the lesson, and announce the Big Q.
- Explore self-talk in the context of feeling disappointed.
- Add the feelings word disappointed to the Feelings Universe if it is not already there.
- Help the students identify situations in school that might be disappointing and how self-talk could help.

Teamwork

- The students write letters to themselves about coping with disappointment.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the lesson topic, using self-talk when feeling disappointed; announce the Big Q.
   - Remind the students that in the last lesson, they saw how positive self-talk helped Vashti overcome her negative thoughts and become a more confident artist.
   - Explain that today the students will practice using self-talk when they feel disappointed.
   - Announce the Big Q.

   Big Q: Imagine that you are grown-up and running for president of the United States. You get really close, but you do not get enough votes! What self-talk would you use to help you cope with this disappointment?

2. Introduce using self-talk in the context of feeling disappointed.
   - Explain that a good time to use self-talk is when you feel disappointed in yourself or with a situation. Offer a quick personal example of disappointment, such as:

     When I was in school, I wanted to be picked to recite a poem on parents’ night. We had to try out for the teacher. I worked so hard to memorize a long poem. The teacher said I did a good job, but she picked someone else. When I found out, I was so disappointed!

   - Use Buddy Buzz to have the students define disappointed. Call on one or two students.

     Feeling disappointed is like feeling sad, usually because something did not go the way you expected or hoped. You feel disappointed if you wanted something to turn out a certain way and it does not.

   - If the feelings word disappointed is not on the Feelings Universe, discuss where it should go (probably near frustrated and sad) and why, and add it.
• Use Buddy Buzz to have the students give a few examples of times in school when they might feel disappointed. If necessary, suggest that losing a game or doing poorly on a test can cause disappointment.

You can feel disappointed if you lose a game in gym or you get a bad grade, especially if you worked really hard. You might feel disappointed if you do not get picked to lead the class in something, if you try out for a team and do not make it, or if a project does not turn out well.

• Point to the chart that you prepared, and explain that positive self-talk can help us cope with disappointment.

Disappointed? Tell yourself to stop and stay cool; look for what is good in the situation; and look ahead to the future.

3. Have the students practice using self-talk to cope with disappointment.

• Project and read aloud the basketball scenario.

• Have teams do a team huddle to answer the following questions, and use Random Reporter to call on a few teams to share responses.

What self-talk could you use to help yourself cool down?
I feel really disappointed now, but I can breathe and cool down or take a break so I can think clearly.

What self-talk could you use to see something good in the situation?
I was one of the finalists, so I know that I am good at the game. Maybe I did not win, but I almost did!

What self-talk could you use to look ahead to the future?
If I really want to win next time, I can start small and practice a little bit every day. Since I am already good at the game, I know that I can get even better.

• Explain that a good tip for looking to the future is to turn a negative statement into a question. For example, change, “I will never win a contest” to “What can I do to improve so I will win a contest?”

• Point to the Thoughts → Feelings → Behaviors equation, and ask the students for a prediction:

If you do not use positive self-talk in this disappointing situation, what might happen next?
I might start to feel really upset. My feelings might go up on the Feelings Thermometer, and I might forget to stop and think before I act. Then I might throw the ball or say something I regret to the teacher. I might give up on basketball because it makes me too disappointed.
• Use **Think-Pair-Share** to ask:

_How does positive self-talk help us not give up, even if we feel disappointed?_  

*Positive self-talk helps us stay low on the Feelings Thermometer so we can think and focus, instead of just giving in to our disappointment and giving up. It helps us remember what we can do well and focus on what is good about the situation. It helps us make a plan to improve._

• Refer the students to the Getting Along Together Strategy Card for self-talk strategies.

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**Teamwork**

1. Introduce the activity, writing a letter to yourself.
   - Ask the students to get into partnerships within their teams.
   - Hand out a letter to each student; each partner should have a different letter. Show the letters on the overhead or whiteboard if that helps your students.
   - Remind the students to review the Disappointed? Tell Yourself to… chart.
   - Give the students time to complete the letters to themselves. Then ask them to share the letters with their partners and then with their teammates, looking for similarities and differences among the letters.
   - Following is a sample response to Letter A:

   **Dear Me:**

   I feel disappointed because:
   
   _I worked so hard on the project and did not get picked! I really wanted to go to the fair and miss school!_

   **But I can see what is good in the situation and look to the future! Here is my positive self-talk:_

   _The teacher said I did a good job. I liked working on the experiment, and I know that I worked hard. I really like the kids in the club and being in the club, even if I do not get to go to the fair. If I want to try again next year, I can talk to the teacher about what to do differently, and maybe I will get picked._

   Sincerely,
   
   _Me_
• Following is a sample response to Letter B:

Dear Me:

I feel disappointed because:

the mug leaks, and I wanted to give my grandmother a great present that she could really use.

But I can see what is good in the situation and look to the future! Here is my positive self-talk:

The mug really looks like her cat, and the teacher said it was really good. I know my grandmother will like it anyway, and she can use it for something else, like pencils. Maybe someone can help me fix the leak. Next time I will ask how to make a mug that does not leak.

Sincerely,

Me

• Use Random Reporter to call on a few teams to share responses and read their letters.

2. Optional: If time allows, ask teams to discuss the following debriefing questions, and then use Random Reporter to have teams share responses.

Was it hard to shift away from the disappointed feelings? How did positive self-talk help?

Where were you on the Feelings Thermometer before you wrote the letter? After writing it, where are you on the Feelings Thermometer?

Reflection

The Big Q:

Imagine that you are grown-up and running for president of the United States. You get really close, but you do not get enough votes! What self-talk would you use to help you cope with this disappointment?

Answers will vary.

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

- If the students have been keeping a log of self-talk, take a few minutes for them to share examples.

- If you feel comfortable, continue to share examples of how self-talk made a positive difference for you, perhaps in an athletic event, while taking a test, or during a stressful job interview.

- As a journal assignment, have the students think about a time when they felt so disappointed or frustrated in something that they really wanted to give up. What did they say to themselves to keep from giving up?

- Ask the students why the Brain Game Unfortunately, Fortunately is a good one to play when learning to see the positive in a disappointing situation.
Basketball Scenario

You have always been good at shooting baskets. One day your class has a hoops contest, and you are sure that you will win it. You are in the finals, but you do not win. Now you are feeling so disappointed!
Write a Letter to Yourself: Letter A

You are in the science club at school with lots of your good friends. Each member is planning a science experiment, and the students with the best experiments get to miss school and go to a science fair. You work really hard on your experiment, and the science teacher says you did a great job. But you do not get picked to go to the fair. You are so disappointed!

At first, you say to yourself, “I am so disappointed! I am going to quit this stupid club.” But then you remember about positive self-talk, and you write a self-talk letter to yourself.

Dear Me:

I feel disappointed because: ___________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

But I can see what is good in the situation and look to the future!

Here is my positive self-talk: _________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Sincerely,

Me
Write a Letter to Yourself: Letter B

In art class, you make your grandmother a cat-shaped mug for her coffee. It looks just like her cat, and the art teacher says you did a great job. But when it dries, it has a crack, and it leaks. You are so disappointed!

At first, you say to yourself, “I am so disappointed! I am going to throw out this stupid mug.” But then you remember about positive self-talk, and you write a self-talk letter to yourself.

Dear Me:

I feel disappointed because: ____________________________________________
____________________________________________________________________
____________________________________________________________________.

But I can see what is good in the situation and look to the future!
Here is my positive self-talk: ____________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________.

Sincerely,

Me
Weekly Class Council Meeting Guide

**ADVANCE PREPARATION**
- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

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

**Reminder:** Class Council is led by the week’s Cool Kid.

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

  **Miguel and Darnell are in the finals of a tetherball contest. Miguel usually beats Darnell, but this time Darnell is ahead. But then Miguel comes back and wins!**

  Role-play what self-talk Darnell could try to help himself in this disappointing situation.

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
From steel brace to gold medal? Yes, I can!

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 Brain Game that benefits your class 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 practice positive self-talk in the context of both the Wilma Rudolph story and a game called Tic Tac Talk.

ADVANCE PREPARATION

☐ Have the book Wilma Unlimited by Kathleen Krull available. Note: The pages of the book are not numbered, so number them ahead of time. Consider copying the discussion questions onto sticky notes and putting them on the appropriate pages.

☐ Copy the Tic Tac Talk sheet—one per partnership.

☐ Have two boxes of paper clips, each a different color, available. Give each member of a partnership nine paper clips (or some other kind of marker) to use as tic-tac-toe markers. The students can also write traditional Xs and Os with a pencil, but then they can only play the game once, unless they erase.

☐ Have the overhead chart of Examples of Self-Talk Phrases from lesson 2 available.

☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

• Introduce the lesson, and announce the Big Q.

• Read and debrief *Wilma Unlimited*.

Teamwork

• The students will play Tic Tac Talk to practice positive self-talk.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Introduce the lesson, and announce the Big Q.

   • Remind the students that they have been learning about positive self-talk. Ask for a few examples of when you could use positive self-talk.

   *When you are disappointed that you lost in a game, when you feel frustrated, when you are worried about a test or a hard assignment, when you hear yourself saying, “I can’t,” etc.*

   • Announce the Big Q.

   **Big Q:** When was a recent time in school that you used positive self-talk while doing something very hard? Describe the situation.

2. Introduce the book *Wilma Unlimited*, and read and debrief it.

   • Explain that you will read a true story about a famous runner who had many challenges in her life. Ask the students to think about what kind of self-talk Wilma must have been as you read.

   • Read pages 1–10, stopping after “…School was possible at last.” Ask:

   *Wilma had been “tearful and lonely” as she watched her brothers and sisters go off to school; then she decided that she had to “fight back.” When she made that decision, how do you think her self-talk changed? Maybe she went from saying, “This is not fair; why did this happen to me?” to “I can try to help myself.”*

   • Finish reading page 10. Ask:

   *Wilma was teased and could not play at recess. How do you think she kept herself from becoming “tearful and lonely” again? She probably thought about getting better, and she focused on learning the rules of basketball instead of thinking about everything that was not going well.*
• Read through page 16. Comment that Wilma has great focus skills! Then ask:

**What do you think Wilma was saying to herself as she walked down that aisle?**

* I can do it, one step at a time; I am strong; I am focused, etc.

• Read through page 23. Say:

**Fortunately for Wilma, the coach gave her good news on the day that her team lost. But what if he had not been there? Look at Wilma, who is used to winning all the time, “slumped on the bench, all the liveliness knocked out of her.” What would Wilma have needed to say to herself if there was no coach to cheer her up?**

* We made it to the finals; our team is really good, and this is just one bad day; I am one of the leaders on this team and have helped the team so much; I am sad now, but I will cheer up in time, etc.

• Read through page 25. Say:

**That is a lot of challenges if someone were a negative self-talker! What are some unhelpful negative words that Wilma could be saying to herself right now?**

* It’s too hot; everyone is faster and more experienced than I am; women aren’t respected in this sport; I am too nervous with all these people watching; my ankle hurts!

Let’s see what Wilma does under these circumstances!

• Read to page 33, stopping at “…suddenly in third place.” Ask:

**If you were in first place, about to make Olympic history, and suddenly fell behind because you almost dropped the baton, what would you say to yourself?**

Take one or two student responses.

• Finish reading the book. Use Buddy Buzz to say:

**Learning about Wilma Rudolph is important for so many reasons. Her story teaches us about history, racism, polio, sports, and many other topics. We could have read this book in social studies. Tell your buddy why you think we read it in this self-talk unit of Getting Along Together.**

Take a few student responses.

### Teamwork

**7–9 minutes**

1. **Tic Tac Talk**

   • Explain that in this last activity of the self-talk unit, the students will practice positive self-talk.
   
   • Ask the students to get into pairs, and give each partnership a Tic Tac Talk sheet.
• Explain that just as in regular Tic Tac Toe, the students will try to get three in a row of their markers. But in this game, when they pick a space to mark, they have to respond to the situation described with at least two examples of positive self-talk; only then may they put down a marker.

• Circulate as the students play, listening for and highlighting appropriate responses. Make sure the students give at least two detailed examples of self-talk.

**Reflection**

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>2 points</th>
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**The Big Q:**

When was a recent time in school that you used positive self-talk while doing something very hard? Describe the situation.

*Answers will vary. Consider sharing an example of your own to get the students started.*

**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**

• Ask the students to imagine how Wilma felt when she and her mother mailed back the leg brace. Encourage the students to come up with feelings words beyond happy, such as proud, hopeful, elated, and free. Add new words to the Feelings Universe.

• As a journal or discussion question, ask the students to consider how positive self-talk probably helped many heroes of the civil rights movement, like Harriet Tubman, Martin Luther King, Jr., and Jackie Robinson.

  With so much unfairness and cruelty, how did they find the courage to keep fighting? What did they say to themselves?

• Encourage the students to review the role of self-talk in controlling anger (stopping and staying cool) in the context of the book *Teammates* by Peter Golenbock and Paul Bacon that the students read in third-grade GAT lessons. Discuss the story in regard to self-talk, asking:

  Jackie Robinson knew that if he lost his cool while all the white people were taunting him, he might slow desegregation for those who came after him. What did Jackie probably say to himself in those painful and difficult situations?

• As a class, try doing some challenging activity, such as a lot of push-ups or balancing on one leg, and ask the students to practice positive self-talk to help them meet the goal. Debrief the activity as a class.
Tic Tac Talk

It’s the big game, and you are next to bat. You come in second in the spelling bee. Your painting is not turning out well at all.

You are new in school, and no one asks you to play. You are learning something really hard in math. You are winning a race, but then you fall down.

Your great science project does not win a prize. You miss the basket during the big game. You are about to take a difficult vocabulary test.
ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

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

Role-play different scenes from the book Wilma Unlimited, with Wilma voicing her self-talk. Suggest that the students role-play both unhelpful and helpful self-talk and that they imagine the impact of both on the scenes.

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• 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 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 review and practice strategies for remembering and assess their individual progress in that cognitive area.

**ADVANCE PREPARATION**

- Be sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Be sure that the students have access to their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- The lesson asks that each student have a Memory Buddy for the rest of the week to help him or her achieve a memory goal. Buddies may choose a special signal to help each other all week, so they should be on the same team, or at least near each other for the entire week.
- Have the deck of Brain Game Cards available.
- Prepare the pictures of the asparagus, rutabaga, and leeks for the overhead or whiteboard.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the memory lesson, and announce the Big Q.
- Review Memory Brain Games and memory strategies.

Teamwork

- Play the memory game From State to Plate.
- If time allows, play States and Dates.
- Introduce the Memory Buddies.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the lesson, and announce the Big Q.

   - Point to the Train Your Brain! poster under the Tools for Teamwork, and explain that today is another brain workout, a lesson in which the students take their brains to the gym. This time they will strengthen their memory muscles.

   - Announce the Big Q.

   **Big Q:** Other than in this lesson, when was a recent time in school that you used a memory strategy? Which memory strategy did you use, and how did it help?

2. Review Memory Brain Games and memory strategies.

   - Ask the students to use their memory muscles and name some Memory Brain Games.

     *Bee Bop; Find and Remember; On My Pizza, I Like; What Is Missing?*

   - Remind the students about the memory champ Nelson Dellis. What strategy did he use?

     *The person-action-object strategy and storytelling.*

   - Ask them to get out their GAT Strategy Cards and review and define each memory strategy with their partners. Circulate and clarify definitions as necessary.

     - If it helps your class, show the strategy card on the overhead.
Brain Workout #3

Teamwork

1. Introduce the team memory game From State to Plate.
   - Explain that you will call out a list of states and the crops they grow. The students should use whatever memory strategies help them recall the entire list.
   - Explain that if they choose to take notes as you call out the list, that memory strategy is fine, but they cannot just copy the list when they write their answers. All notes will be put away before the students write down their answers.
   - Remind the students about the importance of comprehension for memory; if there is a food that they do not recognize, they should ask questions. Pictures of asparagus, a rutabaga, and leeks are included if the students ask questions about them. As the students look at the pictures and discuss the names and shapes of the vegetables, ask them what memory tips they will use to remember them.
   - First, the students will work individually to recall the whole list, and then teams can submit a final answer. Award points or prizes as incentives.
   - Read the list aloud slowly and clearly, allowing time afterward for the students to ask any questions.

   Idaho grows potatoes.

   Arizona grows lemons.

   California grows tomatoes.

   Washington grows apples.

   Georgia grows peanuts.

   Nebraska grows corn.

   Maryland grows melons.

   Michigan grows asparagus.

   Texas grows rutabagas.

   New York grows leeks.

   - Allow a few seconds for the students to commit the list to memory; then ask them to put away notes and write down the states and associated foods. Spelling does not count!
   - After the students complete their answers individually, teams can confer to fill in any missing answers. Then, ask how many teams were able to recall all the states and their foods.
   - Debrief the exercise by asking the students to share their memory strategies with one another and the class. Use Random Reporter to ask:

     Were some memory strategies used more often than others?
     Did anyone use a new strategy that is not listed on the card?

Adapt the list for your class. It includes more states and foods than you will probably include in the game, but use it to put together as challenging a list as suits the needs of your class. You can also substitute any other crops and pictures that you prefer.

10–15 minutes
From State to Plate

P

Adapt the list for your class. It includes more states and foods than you will probably include in the game, but use it to put together as challenging a list as suits the needs of your class. You can also substitute any other crops and pictures that you prefer.
2. If time allows, introduce another team memory game, States and Dates.

- Explain that you will call out a few states and the years they were founded.
- Explain that the students can take notes as you call out the list, but they will not be able to copy the list when they write their answers. All notes will be put away before the students write down their answers.
- Have the students work individually to recall the whole list, then have teams work together to submit a final answer. Award points or prizes as incentives.
- Read the list aloud slowly and clearly.

Delaware, 1787  
Alaska, 1959  
Montana, 1889  
New York, 1788  
Ohio, 1803  
Alabama, 1819

- Allow a few seconds for the students to commit the list to memory. Then ask them to put away any notes and to write down the states and associated dates. After the students complete their answers individually, teams can confer to fill in any missing answers. Ask how many teams recalled all the states and dates.
- Debrief the exercise by asking the students to share memory strategies with one another and the class. Use Random Reporter to ask:

Were some memory strategies used more often than others?  
Did anyone use a new strategy that is not on the card?  
Does remembering numbers require a different strategy?

3. Explain and assign the Memory Buddies.

- Ask the students to form pairs within teams, and explain that each student now has a Memory Buddy, just as they had Stop and Think Buddies and Focus Buddies.
- Ask the buddies to look in their journals for the entry they made in unit 1 in which they recorded one new memory strategy to try. Ask the buddies to share any examples of times when they tried the new strategies.
- Next, ask the buddies to share one example of something that is hard for them to remember (e.g., to bring in homework, spelling words, lists of places or people). Tell the students that this example will be their memory goal, and have them write it in their journals.
- Ask the buddies to brainstorm one or two strategies that could help with their respective goals and to note those in their journals.
Brain Workout #3

Memory Practice

• Invite buddies to come up with a secret signal or a code word to help each other achieve their goals for the week. Explain that all week you will give buddies a few seconds during the day to give each other a pep talk or to use their signal whenever there is a memory task.

• Explain that in this week’s Class Council, the students can share how they did and how they helped their buddies improve their memory skills.

Reflection

The Big Q:

Other than in this lesson, when was a recent time in school that you used a memory strategy? Which memory strategy did you use, and how did it help?

Answers will vary.

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

• If you did not have time to play States and Dates, play it another time.

• If the students need to remember something over a few days, such as to bring in a parent form, ask them how they plan to remember it. What strategy will they use?

• Give the students a quote, a nonsense phrase, or a long number to remember over a few days. Make sure they can articulate a memory strategy or two, and then ask them to recall the information a few days later.

• Ask the students to memorize a poem or limerick. If you do this over the course of the year, the poems and limericks can get longer and more challenging. Debrief the memory strategies that the students used.

• Play the memory game in which you give a word and have the students switch out some letters to come up with a new word, without using pencil and paper. For example, give the word store. Ask the students to change the o to an a and then the t to an h. What is the new word? Share.

• Invite the students to make up a memory cheer!

• Remember to prompt the Memory Buddies to help each other any time memory skills are especially required.
Asparagus
Rutabaga
Leeks
ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

Note: Review how the Memory Buddies worked this week. Did the students meet their individual memory goals, and did the buddies help?

- Role-play the following scenario if that will help the class achieve this week’s goal. Or use a scenario of your own choosing.

Sita wants to enter the school competition for memorizing the fifty states and their capitals.

What memory strategies could she try to help her win the contest?
Role-play some of the strategies!

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus

In this seven-lesson unit, the students will learn about strategies to overcome teamwork hurdles, or behaviors that get in the way of learning together and being a strong team. The hurdles include previously learned concepts, such as excluding others, interrupting, not waiting, and using hurtful words, in addition to three new hurdles: team discussion problems (e.g., dominating the discussion, putting down other teammates’ ideas), getting even, and blaming others.

Throughout the unit, students will learn and practice strategies for better self-control, master the ability to speak up, improve self-talk, and further develop empathy and interpersonal skills to avoid these hurdles to teamwork. Understanding, practicing, and ultimately mastering the strategies will foster better teamwork among the students now and in the future. Students will learn the importance of the Cool Rule—treat others the way you want to be treated—and will discuss what the classroom community can do to make sure these hurdle behaviors are not tolerated. Students will review the following Getting Along Together skills in relation to jumping the hurdles to teamwork:

• the team cooperation goals,
• conflict solvers,
• Stop and Stay Cool,
• “I” Messages,
• empathy skills, and
• stop and think skills.
Unit Outcomes

Students will:

- understand the value of the community and of each member within it and how their actions affect the community;
- identify actions and exhibit behaviors that foster friendship and teamwork;
- identify actions that are hurtful and understand why they are inappropriate;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- express emotions to others in effective ways;
- relate others’ experiences to their own experience;
- identify a body of effective strategies for coping with social dilemmas;
- take action to correct hurtful situations;
- identify the feelings of others;
- discuss appropriate and inappropriate responses to hurtful behaviors;
- control inappropriate responses in favor of more appropriate behavior;
- identify ways to help and encourage others to eliminate hurtful behaviors;
- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives; and
- use consequential thinking to consider outcomes of a variety of possible solutions to a problem.

Books Used in Unit:

*Just Kidding* by Trudy Ludwig

*Say Something* by Peggy Moss
30 minutes  

Unit 5  |  Lesson 1  

Introduction to Hurdles to 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 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 Brain Game that benefits your class 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 brainstorm classroom hurdles and learn a new tool for teamwork, the Cool Rule, as a way to jump all the hurdles discussed throughout the unit.

**ADVANCE PREPARATION**

**Note:** If eight weeks have passed since you last changed teams, please change your team groupings. Prior to this lesson, create preplanned teams using techniques described in the teacher’s guide to organize the students into new teams. Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.

- Prepare a sentence strip with the unit title, Hurdles to Teamwork.
- Prepare a sentence strip that says “Use the Cool Rule: Treat others the way you want to be treated.” **Note:** Be prepared to post this sentence strip under the Tools for Teamwork. Keep the Cool Rule posted during the entire unit because each lesson will refer back to it.
- Have the Hurdles to Teamwork poster available.
- Have a dry-erase marker available to label the hurdles. **Note:** Use a dry-erase marker so the poster can be reused.
- Have blank loose-leaf paper available—one sheet per team.
- Have the Three Steps of Empathy chart displayed.
- Make sure the Class Council suggestion box is available for the students to write down their observations of hurdles that need to be discussed during the next meeting.
Introduction to Hurdles to Teamwork

Agenda

Active Instruction

- Introduce the new unit, hurdles to teamwork.
- Review the Cool Rule, and introduce the idea that the Cool Rule is another Tool for Teamwork.
- Give sample scenarios to have the students think about whether the characters are using the Cool Rule.
- Draw a connection between the Cool Rule and empathy skills.

Teamwork

- Teams will brainstorm classroom hurdles.
- Identify hurdles that will be discussed during the unit, and relate them to the hurdles that teams brainstormed.
- Review the Class Council suggestion box as a place where the students can write down hurdle behaviors that they would like to discuss at Class Council.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter and this week's ticket.

Active Instruction

1. Introduce the new unit's topic, hurdles to teamwork.
   - Post the unit title, Hurdles to Teamwork, on the board.
   - Explain that this new unit will be about hurdles—behaviors that get in the way of teams working together.
   - If necessary, remind the students what a hurdle is.

2. Review the Cool Rule.
   - Display the Hurdles to Teamwork poster.
   - Point to the Cool Rule written on Betty's shirt and read it aloud.
   - Explain the Cool Rule: "We treat others the way we want to be treated." Emphasize that the Cool Rule will help the students jump all the hurdles to teamwork so everyone on the team treats one another the way he or she wants to be treated.
   - Explain that the Cool Rule is another Tool for Teamwork.
   - If you already have a class rule that is similar to the Cool Rule, ask the students to note the similarities between the Cool Rule and your class rule.
• Post the sentence strip with the Cool Rule under the Tools for Teamwork.

The Cool Rule is another tool in our tool box that helps us get along with our teammates. When we treat others the way we want to be treated, our teammates know that we care about them. Using the Cool Rule will help our teams grow stronger!

Let’s think about these team situations. Give me a thumbs up if you think the character is using the Cool Rule. Give me a thumbs down if he or she is not using the Cool Rule.

– Dominic and the rest of his team are having a team huddle. Dominic interrupts his teammates and doesn’t let anyone speak.

Ask:

Would you give a thumbs up or a thumbs down for Dominic treating people the way he would want to be treated?

Thumbs down.

Which hurdle to teamwork is this?

Interrupting others.

• Write “Interrupting others” on the board.

– Alisha’s team answers the team huddle question incorrectly, and she tells them it is all their fault for getting it wrong.

Ask:

Would you give a thumbs up or a thumbs down for Alisha treating people the way she would want to be treated?

Thumbs down.

Which hurdle to teamwork is this?

Blaming others.

• Write “Blaming others” on the board.

– Enya wants to spend time every day after school with her good friend Monay. When Monay says that she’d like Ariel to come too, Enya says, “No way.”

Ask:

Would you give a thumbs up or a thumbs down for Enya treating people the way she would want to be treated?

Thumbs down.

Which hurdle to teamwork is this?

Excluding others.

• Write “Excluding others” on the board.
Announce the Big Q.

**Big Q: How is the Cool Rule a Tool for Teamwork? Give three reasons.**

Draw connections between the empathy unit and the Cool Rule.

- Use **Think-Pair-Share** to ask:
  
  Think back to our unit on empathy and the three steps of empathy. How could your empathy skills help you use the Cool Rule?

- Summarize that if you think about a situation from another person’s point of view and remember a time when you felt the same way, you might treat him or her the way you would want to be treated in that situation. You might show that you care by doing or saying something that you would want someone to do for you.

## Teamwork

1. Have teams brainstorm hurdles to teamwork and examples of hurdle situations in the classroom.
   
   - Pass out a blank paper to each team.
   
   - Team huddle: Ask teams to brainstorm one hurdle behavior that breaks the Cool Rule, like the hurdle behaviors previously discussed: interrupting others, blaming others, and excluding others. Have teams write down the hurdle they brainstormed.

   - Have teams write a typical thumbs-down team situation involving that hurdle.

   - Have teams write a typical thumbs-up situation that shows a team working together positively.

   - Use **Random Reporter** to call on teams to read their examples.

   - As each team presents a situation, have the other teams determine whether it is a thumbs-up or thumbs-down situation.

   - Use **Random Reporter** to call on teams to share responses. For thumbs-down situations, have teams note what the hurdle is and how the Cool Rule could help to jump it.

   - On the board, add any new hurdles that teams suggest to the list created in active instruction.

2. Display the Hurdles to Teamwork poster. Write each of the following hurdles in the blank spaces on the poster using a dry-erase marker:

   - Team discussion problems
   - Hurtful words
   - Excluding others
   - Getting even
   - Blaming others
• Tell the students that these are the hurdles to teamwork that we will discuss in this unit. If the students have generated ideas for hurdles that fit into these categories, connect the hurdles and the students’ suggestions. If the hurdles they brainstormed are completely different, draw other blank hurdles on the poster, and add them.

Note: You may want to think of ways to teach the additional hurdles that the students brainstormed that will not be addressed in this unit.

3. Remind the students about using the Class Council suggestion box. Tell them that they may write any hurdle behaviors they see in the classroom on a piece of paper and put it in the box to be discussed during Class Council. Write a sample idea on the board, such as “A lot of students are interrupting one another during class time.” Tell the students that they may not use the real names of anyone in the classroom.

Reflection

The Big Q:
How is the Cool Rule a Tool for Teamwork? Give three reasons.
It reminds teammates to treat one another kindly. It helps our teams work together effectively. It helps to build better teams that care about one another.

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

• Have the students give examples of people they know who follow the Cool Rule.
• If you have additional time to devote to this unit, consider ways to teach any of the hurdles to teamwork that the students have brainstormed, which will not be taught in this unit.
• In art class, have the students look through magazines to make a collage of people doing kind things for one another.
Parent Peek Letter

Dear Fourth-Grade Parent or Family Member:

Everyone works together best when people treat one another the way they want to be treated. Today your child began a new unit called Hurdles to Teamwork that explores what happens when we don’t follow this rule.

We all do things that get in the way of working well with others, both at home and school. The Hurdles to Teamwork unit explores issues that make teamwork difficult, such as interrupting, excluding others, blaming others, and getting even. It focuses on the Cool Rule, “Treat others the way you want to be treated,” and emphasizes that following this rule is the most effective way to jump the hurdles to teamwork. Throughout the unit, we will brainstorm strategies to help us avoid these hurdles to effective teamwork.

Here are a few ways that you can help your child practice these strategies at home:

• Praise your child whenever you see him or her treating others the way he or she would want to be treated.

• Encourage your child not to interrupt others when they are speaking.

• Ask your child about any conflicts at school. Encourage him or her to be a buddy, not a bystander.

• Share examples of times when you faced a hurdle to teamwork and what you did to jump that hurdle.

Thank you for your help with this unit!

Sincerely,

Your Fourth-Grade Teacher
ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

A girl on your team, Ramona, gets in trouble often, but one day she asks you to help with her homework. You don’t want to help her, but she doesn’t seem to have any friends.

If you were following the Cool Rule, how would you respond to Ramona in this situation? How would using the Cool Rule in this situation make your team stronger?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- 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 1, 2, 3, Don’t Interrupt Me whenever time allows during the day/week. Note: Emphasize that this game helps the students practice not interrupting during team discussions.

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 the hurdle, team discussion problems, and learn effective ways to promote positive team discussions.

ADVANCE PREPARATION

☐ Have chart paper available.
☐ Make sure the Hurdles to Teamwork poster is displayed.
☐ Prepare the “Think it through, it could be you!” comic strip titled Team Huddle Muddle for the whiteboard or overhead. Note: Read through the comic ahead of time so you are familiar with the situation.
☐ Copy the “Think it through, it could be you!” Team Huddle Muddle comic strip—one per team.
☐ Copy the “Think it through, it could be you!” sheet—one per team.
☐ Prepare a master “Think it through, it could be you!” sheet for the overhead/whiteboard.
☐ Make sure all the Tools for Teamwork are visible.
☐ Have the GAT Strategy Card available for teams.
☐ Prepare chart paper titled Strategies for Positive Team Discussions.
☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the hurdle, team discussion problems, by having teams think about the pros and cons of team huddles.
- Explain the main team discussion problems that will be addressed in the comic.

Teamwork

- Have teams read the comic strip and use the “Think it through, it could be you!” sheet to debrief the comic.
- Teams will explain their best solution to the problem and its likely consequence.
- Teams will answer debriefing questions.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce the team discussion problems hurdle by asking teams to discuss the following:

   **Brainstorm two reasons why you like doing team huddles and two reasons why team huddles are sometimes hard.**

   - Use Random Reporter to call on teams to share responses. Chart the responses. Draw a chart like the following sample on chart paper.

<table>
<thead>
<tr>
<th>Why you like doing team huddles</th>
<th>Why team huddles are sometimes hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get ideas from other people</td>
<td>Everyone doesn’t always get to talk</td>
</tr>
<tr>
<td>Fun to work together</td>
<td>Sometimes people interrupt</td>
</tr>
</tbody>
</table>

   **Having group discussions is hard work, and today we will think about some of the difficulties and challenges of team discussions. We will talk about times during team discussions when we don’t work together effectively.**

   - Display the Hurdles to Teamwork poster.
   - Point to the hurdle, team discussion problems.
   - Ask the students to tell you common team discussion problems that they experience in the classroom. Chart their answers on the Hurdles to Teamwork poster under the heading Team Discussion Problems. Be sure to include the following:
Think it through, it could be you! Team Huddle Muddle

- Interrupting others/blurting out
- Dominating the discussion by not letting others talk
- Putting down a teammate’s ideas
- Not waiting your turn

• Tell the students we will brainstorm strategies to avoid team discussion problems.
• Announce the Big Q.

Big Q: What is one strategy that your team will use to improve team discussions?

Teamwork

Comic synopsis: Lupe, Jayden, Ava, and Kayla are on a team together. The teacher asks the team to explain their solution to a math word problem, write it down on a piece of paper, and explain it to the class. Jayden likes to do very well in school. He knows how to get things done and doesn’t like to waste any time. When Lupe explains how she solved the problem, Jayden interrupts to blurt out how he did it. When Ava explains her solution to the math problem, Jayden says, “No, no. Listen to how I solved it.” When Kayla tells the team how she got her answer, Jayden says, “That is the stupidest way to solve it, and you got the wrong answer.” Lupe tells Jayden that the team is frustrated by his behavior, but Jayden seems confused.

1. Give each team a “Think it through, it could be you!” sheet and comic strip.
2. Project the comic, Team Huddle Muddle, on the overhead or whiteboard, and read it aloud.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses. Chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead/whiteboard.

1. Jayden’s problem is that he is interrupting, blurt out answers, dominating the discussion, and putting down his team members’ ideas.
2. Jayden feels confused about why his teammates are mad at him.
3. The situation also involves his team members, Lupe, Ava, and Kayla, who are frustrated with Jayden’s behavior during team discussions.
4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the Solution 1 box.

Jayden continued to show poor teammate behavior during the team discussion. He didn’t change his behavior even when his teammates looked sad and frustrated.

Poor; thumbs down.
5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   Jayden’s teammates might get more frustrated with him and not want to be on his team.

6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their cognitive-flexibility skills to identify more than one way to solve the problem. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   **Note:** This part of the lesson varies from the regular “Think it through, it could be you!” lesson format.

   - Assign each team one of the comic frames (either 2, 3, 4, or 5), and have the team identify the team discussion problem in that frame.
   - Have each team brainstorm solutions and consequences for their specific team discussion problem. For example, a team will brainstorm solutions and consequences for interrupting others.

   **Solution:** Jayden could apologize for not being a good teammate during the team discussion and promise to do a better job next time.
   **Consequence:** His teammates might be happier to work with him.

   **Solution:** Jayden could use his empathy skills to stop interrupting and dominating the discussion and think about how others might feel if he interrupts them.
   **Consequence:** He might do less interrupting because he is considering other people’s feelings.

   **Solution:** Jayden could use the self-talk strategy to remind himself not to interrupt, dominate the discussion, or put down other teammates' ideas.
   **Consequence:** Jayden might feel that he has more control over his actions, and his teammates will enjoy working with him.

   **Solution:** Jayden could use the stop and think strategy, press your lips together, so he doesn’t speak without thinking about what he is going to say.
   **Consequence:** Jayden won’t regret anything he says, and his teammates will want to work with him.

   **Solution:** Jayden could stop and stay cool when he has something he really wants to say or when he doesn’t like another teammate’s answer.
   **Consequence:** Jayden might improve his relationships with his friends if he gets control of himself.

   **Solution:** Jayden could practice better active listening.
   **Consequence:** Jayden might learn more from his teammates instead of thinking that he is the only one with the right answers.
Solution: Jayden could think of a kind way to disagree with a teammate by explaining his ideas and telling why.
Consequence: He might gain more respect from his teammates.

As teams share responses, chart the following strategies on the Strategies for Positive Team Discussions chart, and incorporate appropriate ideas that teams have given. Place this chart near the Tools for Teamwork.

- Strategies for Not Interrupting or Blurting Out Answers:
  - Press your lips together.
  - Write your ideas down.
  - Stop and think. Use empathy.
  - Stop and stay cool to avoid blurting out answers.
  - Use active listening.
  - Use self-talk to remind yourself not to interrupt or blurt out.
  - Consider the Cool Rule: How would you want to be treated?

- Strategies for Not Dominating the Discussion:
  - Stop and think. Use empathy.
  - Use self-talk. Say, “I won’t dominate the discussion today.”
  - Consider the Cool Rule: How would you want to be treated?

- Strategies for Not Putting Down a Teammate’s Ideas:
  - Think flexibly about other teammates’ ideas because they might have important ideas to contribute.
  - Stop and think. Use empathy.
  - Challenge ideas fairly. Think of a positive way to say that you disagree.
  - Consider the Cool Rule: How would you want to be treated?

- Strategies for Waiting Your Turn:
  - Stop and think. Use empathy.
  - Consider the Cool Rule: How would you want to be treated?
  - Use self-talk to remind yourself to wait your turn.
  - Take deep breaths to calm down so you can wait your turn.

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.
8. Have teams do a team huddle to answer the following debriefing question. Use Random Reporter to call on a few teams.

   What could you do to help a teammate if he or she is blurting out answers, interrupting others, dominating the conversation, or rudely disagreeing with someone?

   Encourage him or her to stop and think and use empathy; politely ask my teammate to stop interrupting or blurting out answers; politely tell him or her to think of a new way to express disagreement.

9. Summarize the lesson by emphasizing the strategies for positive team discussions.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues with a win-win solution.

### Reflection

**The Big Q:**

What is one strategy that your team will use to improve team discussions?

Accept reasonable responses, including any of the strategies that were identified during the 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

- Share a time when you had trouble with interrupting or blurting out ideas. Tell a strategy that you learned to help you solve this problem.

- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom, such as a team discussion problem, on a piece of paper and put it in the box to be discussed during Class Council. Remind them not to use names of classmates.

- Have the students design their own comics about jumping team discussion hurdles.
As a team, please discuss and write down your solution to the math problem. We will then share it with the rest of the class.

I know, I know! I solved the problem by taking each...

Well, I started by adding a 4 and...

I know, I know! I solved the problem by taking each...

No, no! Listen to how I solved it. I drew an array...

That's the stupidest way to solve it AND you got the wrong answer.

Jayden, we feel frustrated! You're not being a good teammate.

What?? What's the problem??

...and then I multiplied it all by 2!

That's the stupidest way to solve it AND you got the wrong answer.

What?? What's the problem??

Team Huddle Muddle
1. What is Jayden’s problem?

2. How does Jayden feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Jayden do to solve this problem?

5. Circle the best win-win solution for this situation.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• 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.

Shanaya’s team is answering a team huddle question. Shanaya always wants to be the team leader and doesn’t give her teammates a chance to talk. She dominates the conversation and doesn’t give others a chance to explain their ideas.

If you were on Shanaya’s team, what could you do to help Shanaya be a more effective teammate? What strategies could you encourage her to use?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Words can hurt and exclude.

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 Buzz, Bizz whenever time allows during the day/week. Note: Emphasize that this game helps the students learn to stop and think before they speak to say the correct number or word, just like we need to stop and think before we say hurtful words.

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 various types of hurtful words and why these are a hurdle to teamwork. They will also brainstorm strategies to respond to hurtful words.

ADVANCE PREPARATION

- Have the book Just Kidding by Trudy Ludwig available. Note: The book’s pages are not numbered. Please number them ahead of time.
- Have the Hurdles to Teamwork poster displayed.
- Have the GAT Strategy Card available for teams.
- Copy the Hurtful-Words Situation Cards—one card per team.
- Prepare a set of the Hurtful-Words Situation Cards for the overhead or whiteboard.
- Have blank paper available for each team.
- Prepare chart paper titled Strategies for Responding to Hurtful Words.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce hurtful words as a hurdle to teamwork.
- Read *Just Kidding*, a book about a student who uses hurtful words. Analyze the strategies that the protagonist uses to respond to the hurtful words.
- Review excluding others as another hurdle to teamwork that can arise from hurtful words.

Teamwork

- Teams brainstorm and chart strategies that could be used to respond to hurtful words.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce hurtful words as a hurdle to teamwork by writing the following saying on the board and reading it aloud:

   Sticks and stones may break my bones, but words will never hurt me.

   Use Think-Pair-Share to ask:

   What does this saying mean? Do you agree with this saying? Why or why not?

   • Explain that some words can hurt people, and these words are hurdles to teamwork.
   • Display the Hurdles to Teamwork poster.
   • Point to the hurtful-words hurdle.
   • Give an example of a type of hurtful words, such as teasing or gossiping. Ask:

   What other kinds of words can hurt?

   Mean teasing, spreading rumors (passing along possibly false info), gossiping (talking about another person behind his or her back), and being sarcastic.

   Note: Define sarcasm as a cutting remark that sounds like a compliment but is said in an insincere tone of voice. Give an example of sarcasm, such as “That was a great idea,” or “You’re a real genius.”

   • As the students suggest them, write the different types of hurtful words on the board.

2. Announce the Big Q. Note: Tell the students that the Big Q is related to the book that you are about to read.

   Big Q: What are some ways to handle hurtful words?
3. Read the book *Just Kidding* by Trudy Ludwig, and discuss the hurtful words (teasing, put-downs, sarcasm) in the book and some of the strategies that the protagonist uses to jump this hurdle.

- Read pages 1–3, and ask:
  
  **Use your empathy skills. How would you feel if you were D. J. in this situation?**

  *Hurt, embarrassed, or mad.*

  Add any new feelings words to the Feelings Universe, and discuss their placement.

  **Does saying “I was just kidding!” make the hurt go away?**

- Read pages 4–7, and ask:
  
  **What are some of the ways that Vince used hurtful words?**

  *He teased D. J., and he acted as if he was just kidding when he was making fun of D. J.*

  **Give me a thumbs up if you thought Vince was just kidding.**

  Pause while the students respond.

  Explain that sometimes people say, “I was just kidding,” even when they are really teasing someone. They do this to make the other person feel like he or she shouldn’t get so upset, even though the words could be causing hurt feelings.

  **Ask:**

  **When Vince made fun of D. J., calling him a girlie instead of a goalie, what did D. J. do?**

  *He tried to laugh it off.*

  Explain that laugh it off is a conflict solver and a strategy that you can use to respond to hurtful words.

  Make sure the students also understand that sometimes hurtful words exclude people, such as when D. J. is called a girlie instead of a goalie and then isn’t picked to be on the soccer team.

  Point to “Exclude others” on the hurdles poster, and identify it as another hurdle to teamwork.

  Review the classroom rule, “No one gets left out,” and remind the students that one of the team cooperation goals is everyone participates.

- Read pages 8 and 9. Ask:
  
  **When Vince kept poking D. J., what did D. J. do?**

  *He told Vince to “Cut it out!”*

  Explain that this is another strategy that you can use to respond to hurtful words.

  **D. J. could have used self-talk in this situation. He could have told himself that just because Vince said hurtful words about him, it doesn’t mean those words are true. D. J. can remind himself that what Vince said is not true.**
• Read pages 10–15. Ask:

**How does D. J.’s father help him lower his Feelings Thermometer?**

*He helps D. J. calm down by playing ball with him and by trying to talk through the problem.*

**How can stopping and staying cool help you respond to hurtful words?**

*It can help you calm down so you can think clearly about the best way to respond.*

Make sure the students have the GAT Strategy Card available.

**Sometimes we need to cool down when we feel very angry, but we may also need to cool down when someone hurts our feelings by saying unkind words. What other ways can you cool down when your feelings are hurt?**

*Use the Settle-Down Jar; take deep breaths; use self-talk.*

**What game do D. J., his dad, and his brother play to practice responding to the hurtful words?**

*They play a game using humor to deflect the teasing.*

Explain that using humor to deflect the teasing is another strategy that you can use when someone says hurtful words.

• Read pages 16–19. Ask:

**How did the game that D. J.’s dad taught him help D. J. respond to Vince and help Brian?**

*The next day, D. J. is able to make a joke out of something that Vince says.*

• Read the rest of the book. Ask:

**What other strategy does D. J. use after he tried to handle the hurtful words on his own?**

*He asks an adult for help.*

Emphasize the difference between reporting and tattling, which is what D. J.’s teacher explained. Make sure you also note another strategy that D. J. used to respond to the hurtful words. He moved on to hang out with friends who make him feel good about himself.

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

**What two hurdle behaviors was Vince showing? How do these hurdles break the Cool Rule?**

*Using hurtful words and excluding others. They break the rule because Vince wouldn’t want someone to do those things to him.*
Words can hurt and exclude.

Teamwork

1. Teams will brainstorm strategies that could be used to respond to hurtful words.

- Give each team one Hurtful-Words Situation Card and one piece of paper.
- Display the Hurtful-Words Situation Cards on the overhead or whiteboard. Read the situations aloud.
- Have the teams brainstorm and write one positive strategy that the person could use to respond to the hurtful words. Note: Remind students that many strategies were suggested while reading the book in this lesson.
- Use Random Reporter to call on teams to share responses, and chart these responses during the Big Q.

Situation 1:

Simone could stop and stay cool. OR
Simone could use self-talk to tell herself that she looks good in the new outfit.

Note: Emphasize the importance of self-talk in these kinds of situations.

When someone says hurtful words to you, you can use self-talk to disagree with the hurtful words.

Situation 2:

Juliana could continue with her plans to play the flute. OR
Juliana could hang out with friends who treat her nicely.

Situation 3:

Josh could make a joke about Einstein getting a problem wrong. OR
Josh could laugh it off, knowing that many students get nervous when they go to the board.

Situation 4:

Antoinette could use a stop and think strategy. OR
Antoinette could ignore the hurtful words once.
Reflection

The Big Q: What are some ways to handle hurtful words?

Write the following ideas on the Strategies for Responding to Hurtful Words chart. Find ways to make connections between the ideas that teams have suggested, and add any new relevant ideas.

1. Tell the person to stop.
2. Ignore the hurtful words once.
3. Make a joke to deflect the hurtful words.
4. Use self-talk.
5. Stop and stay cool.
7. Stop and think about what to do next.
8. Play with other friends who treat you nicely.
10. Get help when necessary.

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

- Read the book The Secret Olivia Told Me by N. Joy about what happens when a friend trusts another friend with a secret but the secret gets out.
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom, such as hurtful words, on a piece of paper and put it in the suggestion box to be discussed during Class Council. Remind the students not to use classmates’ names.
Hurtful-Words Situation Cards

**Situation 1:**
Simone walks into school wearing a new outfit that she got for her birthday. After spinning around, she asks her friend Latonya, “So how do you like my new clothes?” Latonya replies, “Talk about out of style!”

**Situation 2:**
Two friends, Juliana and Shanera, play the clarinet in the school band. Juliana wants to stop playing the clarinet and learn how to play the flute. Shanera wants Juliana to keep playing the clarinet. Shanera says, “If you start playing the flute, I’m not hanging out with you anymore.”

**Situation 3:**
Josh goes to the board to change a fraction into its simplest form. He gets nervous, freezes at the board, and gets the problem wrong. When he walks back to his seat, Alonso says, “Great work, Einstein.” A few other kids laugh.

**Situation 4:**
Antoinette and Rafael go to the school library to look up a few facts for their social studies report on Idaho. Antoinette keeps looking in the section with books about Iowa. Rafael says to Antoinette, “Can’t you read? We’re looking for Idaho, not Iowa.”
ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• 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.

Tim and some other classmates are racing each other at recess. Tim comes in last place. Javier puts Tim down, saying, “Timmy the turtle! He’s so slow, I think my baby sister could beat him.”

What are some strategies that Tim could use to respond to these hurtful words?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Think it through, it could be you! Payback Time

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 Stop and Think Brain Game that will benefit your class 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 consequential thinking to understand that wanting to get even is a hurdle to teamwork. The students will brainstorm strategies to avoid getting even.

ADVANCE PREPARATION

☐ Make sure that the Hurdles to Teamwork poster is displayed.
☐ Have the Feelings Thermometer displayed.
☐ Prepare the “Think it through, it could be you!” Payback Time comic strip for the whiteboard or overhead. Note: Read the comic ahead of time so you are familiar with the situation.
☐ Copy the “Think it through, it could be you!” Payback Time comic strip—one per team.
☐ Copy the “Think it through, it could be you!” sheet—one per team.
☐ Prepare a master “Think it through, it could be you!” sheet for the overhead/whiteboard.
☐ Make sure all the Tools for Teamwork strategies are displayed.
☐ Make sure that the students have the GAT Strategy Card available.
☐ Prepare chart paper titled Strategies to Avoid Getting Even.
☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction
- Introduce the theme of the lesson, getting even.
- Discuss situations in which you have wanted to get even.

Teamwork
- Have teams read the comic strip and use the “Think it through, it could be you!” sheet to debrief the comic.
- Teams will explain their best solution to the problem and its likely consequence.
- Teams will answer debriefing questions.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Introduce the hurdle, getting even.

Remind the students that we have been talking about hurdles to teamwork and that another such hurdle has to do with revenge. Define revenge as getting even with someone, and point to it on the hurdles poster.

Ask the students to explain what getting even with someone means, and discuss why people feel the need to get even.

Display the Feelings Thermometer.

Use Buddy Buzz to have the students discuss the following:

   Think about a situation in which someone did something wrong to you and you wanted to get even with him or her. Tell your partner what feeling you had and where you were on the Feelings Thermometer.

Summarize that wanting to get even is sometimes a normal response, but forgiving a person for what he or she did is also a normal response.

Explain that today the students will read a comic and discuss the problem in the comic, determine possible solutions to the problem, and predict the consequences of each solution. Today's comic strip will be about a conflict situation in which someone is wronged.

Announce the Big Q.

   Big Q: Which strategy will you use the next time you want to get even with someone? How could the Cool Rule help in that situation?
**Teamwork**

Comics synopsis: Ava drops a paper on the floor, Kayla steps on it, and the paper rips. Kayla says sorry, but Ava is still mad about having to rewrite the assignment. At the end of class, Ava sees Kayla's paper on the floor and thinks, “I'll show her. I'll just throw this out. That will make us even.”

1. Give each team a “Think it through, it could be you!” sheet and the comic strip.
2. Project the comic, *Payback Time*, on the overhead or whiteboard. Read it aloud.
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses, and chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead/whiteboard.

   1. Ava’s problem is that her paper was accidentally ripped by Kayla.
   2. Ava feels really mad and wants to get even with Kayla.
   3. The situation also involves Kayla, who feels sorry for ripping the paper.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the Solution 1 box.

   *Ava wants to get even with Kayla by throwing her paper away.*

   Poor; thumbs down.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams, and chart a few student responses on the master “Think it through, it could be you!” sheet.

   *If Ava throws out Kayla’s paper, the situation will probably get worse, and Kayla will be mad too.*

6. Have teams do a team huddle to brainstorm and complete the remaining boxes. Emphasize that the students are using their flexible-thinking skills to identify more than one way to solve the problem. Use Random Reporter to obtain answers from a few teams, and chart a few student responses on the master “Think it through, it could be you!” sheet.

   **Solution:** Ava could stop and stay cool.
   **Consequence:** She might be able to calm down before she does something that she regrets.

   **Solution:** Ava could give an “I” Message to Kayla such as, “I feel mad that you just ripped my paper because now I have to redo the whole thing.”
   **Consequence:** Kayla might understand why Ava is so mad and frustrated.

   **Solution:** Ava could use the self-talk strategy to tell herself to stop and think before she acts.
   **Consequence:** She might be able to think through a better way to respond to the situation.
Solution: Ava could tell the teacher what happened to her paper.  
Consequence: The teacher might give her extra time to rewrite it.

Solution: Ava could try to be forgiving and understand that Kayla accidentally ripped her paper. She could get over it instead of getting even!  
Consequence: The problem wouldn’t escalate.

Solution: Ava could consider the Cool Rule and treat Kayla the way that she would want to be treated.  
Consequence: Ava might make a more positive choice in the situation.

Note: This part of the lesson varies from the regular “Think it through, it could be you” format.

As teams share responses, chart the following on the Strategies to Avoid Getting Even chart, and incorporate any appropriate ideas that teams have given. Place the chart near the Tools for Teamwork.

- Stop and stay cool.
- Use stop and think strategies such as self-talk.
- Get over it instead of getting even.
- Give an “I” Message.
- Try to forgive the person.
- Consider the Cool Rule.
- Get help when necessary.

7. Have teams do a team huddle to identify the best win-win solution in this situation, and use Random Reporter to ask why.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to call on a few different teams for each question.

   How could calming down have helped Ava?

   Does getting even with someone ever help the situation? Are there situations where it is easier to forgive the person?

9. Summarize the lesson.

   Getting even with someone won’t solve a problem that has already started; it will only keep the problem going. In these situations, it is important to use the strategies that we brainstormed to think through the best way to handle the situation.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to solve any individual or interpersonal issues with win-win solutions.
Reflection

The Big Q:
Which strategy will you use the next time you want to get even with someone? How could the Cool Rule help in that situation?

Accept reasonable responses. The students should identify strategies that were taught in the 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

- Read the book *The Forgiveness Garden* by Lauren Thompson, and discuss revenge, the power of forgiveness, and moving forward in a positive way.
- Remind the students about using the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom on a piece of paper and put it in the box to be discussed during Class Council. Remind the students not to use classmates’ names.
- Have the students create their own comics about jumping one of the hurdles to teamwork.
Great, now I have to rewrite the whole thing.

I hate rewriting this.

I'm sorry. I didn't see your paper on the floor.

That will make us even.

Oh, look! Kayla's paper just fell. I'll show her.

I'll just throw this out.
1. What is Ava’s problem?

2. How does Ava feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Ava do to solve this problem?

5. Circle the best win-win solution for this situation.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

The art teacher is holding up the students’ recent paintings. When she holds up Antonio’s painting, Carlos laughs and makes fun of it. After class, Antonio feels mad and wants to do something to get even with Carlos.

What strategies could Antonio use to avoid getting even with Carlos?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
30 minutes  Unit 5 | Lesson 5

Think it through, it could be you! “It’s All Your Fault!”

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 No Frown and You Don’t Sit Down whenever time allows during the day/week. **Note:** Emphasize that this game helps us stop and think when faced with a disappointing situation, just as we need to stop and think before we blame someone for a disappointing outcome.

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

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Key Point of the Lesson: Students will use consequential thinking to brainstorm strategies to avoid blaming others in difficult situations.

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ADVANCE PREPARATION

☐ Make sure that the Hurdles to Teamwork poster is displayed.
☐ Display the Feelings Thermometer.
☐ Prepare to show the “Think it through, it could be you! It’s All Your Fault!” video (grade 4, unit 5, lesson 5). **Note:** Preview the video before the lesson so you know what to expect.
☐ Copy the “Think it through, it could be you!” sheet—one per team.
☐ Prepare a master “Think it through, it could be you!” sheet for the overhead or whiteboard.
☐ Make sure all the Tools for Teamwork strategies are visible.
☐ Have the GAT Strategy Card available for teams.
☐ Prepare chart paper titled Strategies for Not Blaming Others.
☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the “Think it through, it could be you! It’s All Your Fault!” video.

Teamwork

- Watch the video.
- Have teams use the “Think it through, it could be you!” sheet to debrief the video.
- Teams will explain their best solution to the problem and its likely consequence.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Introduce blaming others as a hurdle to teamwork.

- Remind the students that we have been talking about hurdles to teamwork and that another such hurdle is blaming others. Point to “Blaming others” on the hurdles poster.

- Share an example of a time when you blamed someone for something that went wrong. For example, maybe you were late for an event and blamed a family member for making you late, even though you weren’t on time either.

- Tell the students how you felt and where you were on the Feelings Thermometer.

- Use Buddy Buzz to have teams discuss the following:

  Tell your buddy about a time when you were upset about something that went wrong and wanted to blame someone else for the problem. How did you feel? Where were you on the Feelings Thermometer? Remind the students not to use real names.

Explain that at times, we might feel like blaming or lashing out at someone else when we feel bad or something doesn’t go the way we want it to. While this might be a normal response, remind the students that their job is to stay calm and stop and think before they act on their strong emotions.

Ask:

If your angry feelings were really high on the Feelings Thermometer and you wanted to blame someone for a problem, what could you do to cool down?

Accept reasonable responses such as stop and stay cool, etc.
2. Announce the Big Q.

**Big Q: What strategy will you use the next time you feel like blaming someone?**

Explain that today the students will watch a video and discuss the problem in the video, determine possible solutions to the problem, and predict the consequences of each solution. Today’s video will be about a conflict situation in which someone is blaming another person.

**Teamwork**

Video synopsis: Mona, Flash, Tasha, and Ricardo are excitedly talking about the group poster that they worked on in social studies class. Flash wonders if he should have taken more time on the illustrations, but Mona thinks they’ll get a good grade anyway. They get their project back and get the lowest grade in the class. Mona starts blaming Flash for their bad grade, saying, “If you’d taken your time and done better illustrations for our poster, we would have gotten an A. You let the team down. I hope I don’t have to do a group project with you again!” Flash looks hurt.

1. Give each team a “Think it through, it could be you!” sheet.

2. Show the “It’s All Your Fault!” video.

3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses, and chart a few team responses on the master “Think it through, it could be you!” sheet on the overhead/whiteboard.

1. Mona’s problem is that her group did poorly on a project.

2. Mona feels mad and frustrated that they didn’t do very well.

3. The situation also involves Flash, who looks hurt, and Tasha and Ricardo, who probably feel uncomfortable.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the Solution 1 box.

   *Mona responded to the poor grade by blaming Flash.*

   Poor; thumbs down.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   *Flash might feel sad and hurt that he alone is being blamed for the poor grade; Tasha and Ricardo may also start to blame Flash; Flash may not want to work with this group again on another project.*
6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their cognitive-flexibility skills to identify more than one way to solve the problem. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   **Solution:** Mona could take responsibility for her efforts on the project.
   **Consequence:** She might realize the improvements that she can make for the next project.

   **Solution:** Mona could use the self-talk strategy to remind herself to stop and think before she blames people.
   **Consequence:** She might not hurt anyone’s feelings, and she will give herself time to think.

   **Solution:** Mona could stop and stay cool.
   **Consequence:** She might not automatically start blaming others for her problem.

   **Solution:** Mona could use an “I” Message to express her disappointment in the grade.
   **Consequence:** No one’s feelings would be hurt, and Mona would have a chance to let out how she feels.

   **Solution:** The group could look at their grade and the teacher’s comments to see what they did incorrectly.
   **Consequence:** They might be able to make a plan to improve on future projects.

   **Note:** This part of the lesson varies from the regular “Think it through, it could be you!” format.

As teams share responses, chart the following on the Strategies for Not Blaming Others chart, and incorporate any appropriate ideas that teams have given. Place the chart near the Tools for Teamwork.

- Use the stop and think strategies.
- Give an “I” Message.
- Take responsibility for your own actions.
- Admit when you’ve made a mistake.
- Apologize when you’re wrong.
- Think positively about the situation, and make an improvement plan for the future.

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to call on a few different teams for each question.

   **Why is it easier to point the finger at someone else for your problems rather than at yourself? How can you change that?**

   **Do you tend to blame others for mistakes or problems, or do you accept responsibility?**

   **Why does blaming others break the Cool Rule?**
9. Summarize the lesson:

   We all have moments when things don’t go so well for us, just like when Mona was upset about her group’s grade. In these situations, we need to stop and think about how to respond and what our own responsibility is for the problem. When we work as a team, we need to realize that everyone on the team is responsible for the work, not just one person. Blaming others is unfair and is not a good way to work as a team.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues with a win-win solution.

**Reflection**

**The Big Q:**

What strategy will you use the next time you feel like blaming someone?

*Answers will vary. The students should identify a strategy that they brainstormed in the 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**

- In social studies, have the students read the Bill of Rights. Then have them write a class bill of responsibilities to emphasize the importance of taking responsibility.
- Have the students journal about the meaning of the following quote: “No snowflake in an avalanche feels responsible.” —Voltaire
- Discuss what the following quote means: “When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself.” —Louis Nizer
- Have the students discuss what the phrase “pass the buck” means. Why is this a part of blaming others?
- Remind the students about using the Class Council suggestion box. Tell the students that they may write down any hurdle behaviors that they see in the classroom, such as blaming others, and put it in the box to be discussed during Class Council. Remind them not to use any real names.
Think it through, it could be you!
“It’s All Your Fault!”

1. What is Mona’s problem?

2. How does Mona feel?

3. Does the problem involve any other people? If yes, how do you think they feel?

4. What could Mona do to solve this problem?

5. Circle the best win-win solution for this situation.

Solution 1

Solution 2

Solution 3

Solution 4

Possible Consequences

Possible Consequences

Possible Consequences

Possible Consequences
30 minutes  Unit 5 | Lesson 5

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• 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.

Liz brings in a jump rope to play with at recess. She and Miguel are taking turns jumping. Then Miguel says, “Let’s play tug of war!” They start playing, and the rope breaks in half. Liz is mad at Miguel for breaking her jump rope.

Instead of blaming Miguel for the broken rope, what else could Liz do? Role-play the situation using the strategies for not blaming others.

10 minutes

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
30 minutes  Unit 5 | Lesson 6

**Be a buddy, not a bystander!**

**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 Stop and Think Brain Game that will benefit your class 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 identify the role of the bystander in various situations, to acknowledge the challenges of the bystander role, and to offer encouraging suggestions to a bystander.

**ADVANCE PREPARATION**

- Make sure that the Hurdles to Teamwork poster is displayed.
- Have a sentence strip available to write the definition of a bystander.
- Have the book *Say Something* by Peggy Moss available. **Note:** The book’s pages are not numbered. Please number them ahead of time.
- Prepare the Lesson 6 Journal Entry for the overhead/whiteboard.
- Have a journal available for each student.
- Prepare chart paper titled Be a Buddy, Not a Bystander.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Define what a bystander is, and discuss the challenges of the bystander role.
- Read and discuss the book *Say Something*, which is about the importance of speaking up to stop hurdle behavior.

Teamwork

- The students will journal and share about ways to help others in hurdle situations.
- Debrief by emphasizing that the classroom community is responsible for stopping hurdle behavior.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1. Discuss the bystander’s role in hurdle situations. Give examples of typical hurdle situations in your classroom, such as when someone is using hurtful words, when a teammate is dominating the team discussion, when someone is blaming a classmate for a problem, or when someone wants to get even with a classmate.

Point to each of these situations on the hurdles poster as you explain. Ask:

   **If you observed a teammate doing one of these things to another teammate, how might you feel?**

   *Uncomfortable, sad, upset, angry, or afraid.*

Discuss where any new feelings words should be placed, and add them to the Feelings Universe. Use *Think-Pair-Share* to ask:

   **If you saw a teammate showing one of these hurdle behaviors, what might you do?**

   **Sometimes it is hard to know what to do when you are on the sidelines of a situation.**

Define *bystander*. Explain that a person who observes something that is happening but doesn’t act in the situation is called a bystander. Write this definition on a sentence strip.

Announce the Big Q.

   **Big Q: What could you do to be a buddy, not a bystander, in this classroom?**
2. Read *Say Something* by Peggy Moss.
   - Read pages 1–6. Ask:
     
     **What is one way that the girl in the story uses her empathy skills?**
     
     *She thinks about the feelings and behavior of another boy in her school, and she thinks he may feel sad because he gets picked on.*
   
   - Read pages 7–14. Ask:
     
     **In what other ways does the girl notice how people are treating other kids at her school?**
     
     *She sees that another boy is teased and pushed around. She notices that another girl always sits alone on the bus, and the kids call her names.*
     
     Are the kids who are teasing, picking on others, and pushing other students following the Cool Rule?  
     
     *No.*
     
     **Does the girl ever speak up when these things happen to her classmates?**
     
     *No.*
     
     Emphasize that the girl is a bystander. Have teams do a team huddle to answer the following question:
     
     **Why do you think she doesn’t speak up? Why is it hard to be a bystander?**
     
     Use Random Reporter to have teams share responses.
     
     *She may feel afraid; she may think people will do the same things to her if she speaks up.*
   
   - Read pages 15–22. Ask:
     
     **Why could the girl relate to others who had been treated meanly?**
     
     *On the day that her friends weren’t there, she had to sit alone. Other kids started making jokes about her, and she felt sad.*
   
   - Read pages 23–26. Ask:
     
     **Now that she has experienced this mean hurdle behavior, what does the girl wish the bystanders had done for her?**
     
     *She wishes that the bystanders had done something to help her, but instead, she was mad at the kids next to her table because they did nothing.*
   
   - Read pages 27 and 28. Ask:
     
     **How does the girl change her behavior at the end of the book?**
     
     *She decides to befriend the girl who always sat alone on the bus. She becomes a buddy, not a bystander.*
     
     **Did she use the Cool Rule?**
     
     *Yes, she treated the other girl the way that she would like to have been treated.*
Teamwork

1. Explore and chart ways to be a buddy, not a bystander.
   - Pass out a journal to each student.
   - Project the Lesson 6 Journal Entry on the overhead/whiteboard.
   - Ask the students to journal about a hurdle situation, explaining how they might feel if they observed teasing or another unkind behavior, how they might respond, and how they could be a buddy instead of a bystander.
   - Give the students about 5 minutes to write.
   - When the students finish, use Random Reporter to call on a few students to identify strategies that a bystander could use.
   - Chart the students’ strategies on the Be a Buddy, Not a Bystander chart, and include the following ideas. Place the completed chart near the Tools for Teamwork.
     - Refuse to participate in the mean behavior. Don’t encourage the mean behavior by laughing.
     - Don’t hang out with the person who is being mean.
     - Tell the person who is being mean to “Cut it out.”
     - Ask as many friends as possible to help you stop the person who is doing the mean behavior.
     - Use your sense of humor to change the subject or tone of the situation.
     - Use your empathy skills.
     - Invite the person being teased to do something with you.
     - Use the Cool Rule: How would you want someone to treat you in this situation?
     - If you don’t know what to do, tell the person you aren’t sure how to help, but you don’t think he or she deserves to be treated this way.
     - If necessary, ask an adult for help.

2. Debrief by summarizing that the classroom community is responsible for stopping hurdle behavior.
   Even though it is difficult to speak up for others, it is really important for improving teamwork and building a strong classroom community. If many people speak up and have zero tolerance for interrupting, dominating team discussions, using hurtful words, excluding others, blaming others, and getting even, these behaviors will stop. It will make the Cool Rule come alive in our school!
Reflection

The Big Q:
What could you do to be a buddy, not a bystander, in this classroom?

Accept reasonable responses, especially the strategies that were discussed during the 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

• If you feel comfortable, share about a time when you witnessed a hurdle behavior. Tell how you responded as a buddy, not a bystander.

• Have the students journal about the following quote by Gandhi: “Be the change you wish to see in the world.”

• Remind the students to use the Class Council suggestion box. Tell the students that they may write any hurdle behaviors that they see in the classroom on a piece of paper and put it in the suggestion box to be discussed during Class Council, especially if they were a bystander in the situation and didn’t know what to do. Remind the students not to use any real names.

• Check out the following website to gain a better understanding of the bystander’s role and ways to empower bystanders:
  www.greatschools.org/parenting/bullying/593-the-bully-and-the-bystander.gs
Lesson 6 Journal Entry

– Write about a hurdle situation (team discussion problems, hurtful words, excluding others, getting even, or blaming others) involving someone else. Describe how you would feel if you observed the situation as a bystander.

– Explain how you could respond as a buddy instead of a bystander.
30 minutes  Unit 5 | Lesson 6

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

You and your classmates are walking in line to gym class. You hear Evelyn make fun of Shantell’s hair.

Role-play one way that you could help Shantell if you were a bystander in this situation.

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Hurdle Wrap-Up

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 Brain Game that will benefit your class 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 the hurdles unit and focus on how the Cool Rule helps to jump all of the hurdles to teamwork.

ADVANCE PREPARATION

- Make sure the Cool Rule is posted.
- Make sure the Hurdles to Teamwork poster is displayed.
- Make sure all the hurdle strategy charts from previous lessons are posted.
- Have a journal available for each student.
- Prepare the Cool Rule Classic Board Game for the overhead/whiteboard.
- Copy the Cool Rule Classic Board Game page—one per team. Note: To be more durable, the game boards can be printed on cardstock, or if you will be making file-folder games, print them on heavy paper and glue them inside a file folder.
- Copy and cut out the Cool Rule Challenge Cards—one set of cards per team. Paper-clip each set to the board game.
- Have dice or spinners available—one per team.
- Assemble sets of four different colored paper clips to act as the game pieces—one set per team. Place the paper clips in a bag and attach to the game board.
- Copy the Cool Rule Strategies page—one per student.
- Copy and cut out the Home Connections tickets—one per student.
**Agenda**

**Active Instruction**
- Review the Cool Rule and how it helps us jump the hurdles to teamwork.

**Teamwork**
- Have the students journal about one way that they will use the Cool Rule.
- Play the Cool Rule Classic board game to practice identifying strategies to use in hurdle situations.

**Reflection:** Ask the Big Q.

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

**Active Instruction**

1. **Announce the Big Q.**
   
   **Big Q:** Which of the hurdles do you think our class needs to work on the most? Which strategies will we use to do this?

   **Note:** Make sure the hurdles poster and all the hurdle strategy charts are posted.

2. **Review the Cool Rule.**
   
   Call on a student to tell the Cool Rule.

   Use **Buddy Buzz** to have the students discuss the following:

   **With your partner, brainstorm a Cool Rule cheer!**

   Call on a few students to share responses. Review how the Cool Rule helps to jump the hurdles to teamwork.

**Teamwork**

1. **Have the students journal about how they will use the Cool Rule in future situations.**
   - Pass out a journal to each student.
   - Write on the board:
     - One way I will use the Cool Rule is…
     - A strategy I will use is…
   - Have the students individually respond to the journal prompt.
   - If you have time, use **Random Reporter** to call on the students to share their responses.

   *One way I will use the Cool Rule is to stop interrupting others during team discussions. A strategy I will use is to press my lips together.*
   - Collect the journals, and read them when you have time.
2. Have teams play the board game Cool Rule Classic, in which they discuss which strategy to use in different hurdle situations.

- Pass out one game board, die/spinner, and paper clips to each team, and explain that this game is about practicing the skills and strategies that the students need to jump each hurdle.

- Project the game board on the overhead/whiteboard. Point to and read aloud some of the boxes that the students may land on.

- Explain the game.

  Each teammate will take a turn rolling the die. Move your game piece the number of spaces indicated.

  Read the caption where you land, and do as indicated (e.g., move ahead one space for showing empathy, move back one space for not speaking up for someone).

  If you land on the space marked “Cool Rule Challenge Card,” draw a card, and answer the question, or role-play what you would do in that situation.

  Continue moving until someone gets to the Finish space.

- Pass out one set of Cool Rule Challenge Cards to each team.

- Read a few of the Challenge Cards aloud.

- Ask if the students have any questions. Have teams begin playing. Give each team about 10 minutes to play. Circulate and observe teams playing the game. Listen to their ideas, and encourage them to have fun!

3. Distribute a set of Cool Rule Strategies pages to each student to remind them of the strategies for responding to each hurdle. Have the students take the papers home to share with their families and review.

**Reflection**

**The Big Q:**

Which of the hurdles do you think our class needs to work on the most? Which strategies will we use to do this?

*Answers will vary. The students should identify a hurdle and strategies taught in the unit.*

**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

- Have teams give a Cool Rule compliment to another classmate for using one of the hurdle strategies.

- Remind the students about using the Class Council suggestion box. Tell the students that they may write down any hurdle behaviors that they see in the classroom and put it in the box to be discussed during Class Council.
Cool Rule Classic
Board Game

- Roll again!
- Draw a Cool Rule card.
- Laugh at someone's joke about someone. Lose a turn.
- Include the person who is being excluded. Move ahead 1 space.
- Draw a Cool Rule card.
- Roll again!
- Tell the person who is teasing to "Cut it out." Move ahead 1 space.
- Draw a Cool Rule card.
- Ask an adult for help in a hard situation. Move ahead 1 space.
- Draw a Cool Rule card.
- Let your teammate blame someone. Lose a turn.
- Draw a Cool Rule card.
- BONUS Move ahead 1 space.
- BONUS Move ahead 2 spaces.
- Roll again!
- Draw a Cool Rule card.
- Join others saying hurtful words. Lose a turn.
- Draw a Cool Rule card.
- Show empathy. Move 3 spaces.
- Draw a Cool Rule card.
- Allow someone to be left out. Lose a turn.
- Draw a Cool Rule card.
- Speak up for a friend. Move ahead 1 space.
- Draw a Cool Rule card.
- Let your teammate blame someone. Lose a turn.
- Draw a Cool Rule card.
- Draw a Cool Rule card.
- Laugh at someone's joke about someone. Lose a turn.
- Include the person who is being excluded. Move ahead 1 space.
- Draw a Cool Rule card.
- Show empathy. Move ahead 1 space.
- Draw a Cool Rule card.
- Allow someone to be left out. Lose a turn.
- Draw a Cool Rule card.
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- Let your teammate blame someone. Lose a turn.
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- Roll again!
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- Let your teammate blame someone. Lose a turn.
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- Roll again!
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- Join others saying hurtful words. Lose a turn.
- Draw a Cool Rule card.
- Show empathy. Move 3 spaces.
- BONUS Move ahead 2 spaces.
- Roll again!
- Draw a Cool Rule card.
- Join others saying hurtful words. Lose a turn.
- Draw a Cool Rule card.
- Show empathy. Move 3 spaces.
- BONUS Move ahead 2 spaces.
## Cool Rule Challenge Cards

<table>
<thead>
<tr>
<th>Cool Rule Challenge Card</th>
<th>Cool Rule Challenge Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are in the lunch line and hear another student making fun of a girl’s lunch that she brought from home.</td>
<td>You hear one of your friends tell the new girl that she can’t join your Save the Animals club.</td>
</tr>
<tr>
<td><strong>If you are a bystander in this situation, what could you do to help?</strong></td>
<td><strong>If you are in this situation, what could you do to help the new girl?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Rule Challenge Card</th>
<th>Cool Rule Challenge Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>You really feel like interrupting a teammate when she is talking, and you won’t let her speak.</td>
<td>You have a lot of good ideas to share during the team huddle. You want to be in charge of the discussion and not let others say anything.</td>
</tr>
<tr>
<td><strong>If you are in this situation, what positive strategy could you use to stop interrupting?</strong></td>
<td><strong>If you are in this situation, what positive strategy could you use to stop yourself from dominating the discussion?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Rule Challenge Card</th>
<th>Cool Rule Challenge Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your team doesn’t earn any points today, and you want to blame one of your teammates.</td>
<td>A student in your class keeps scratching his head. You hear another student start a rumor that the boy has lice.</td>
</tr>
<tr>
<td><strong>If you are in this situation, what positive strategy could you use to avoid blaming your teammate?</strong></td>
<td><strong>What positive way could you respond if you were a bystander in this situation?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Rule Challenge Card</th>
<th>Cool Rule Challenge Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone on your team gives a really dumb answer to a team huddle question, and you feel like telling him or her how stupid it is.</td>
<td>You and a friend are playing a board game at recess. Someone knocks your pieces onto the floor. You want to get even and mess up his or her game.</td>
</tr>
<tr>
<td><strong>Instead of putting your teammate down, what positive strategy could you use to respond?</strong></td>
<td><strong>Instead of getting even with that person, what positive strategy could you use to respond?</strong></td>
</tr>
</tbody>
</table>

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<tr>
<th>Cool Rule Challenge Card</th>
<th>Cool Rule Challenge Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your basketball team loses the game. You want to blame one of the players on the team for making you lose.</td>
<td>With one other teammate, role-play the following: You are working on a social studies report with a friend. You both reach for a marker, and her whole lunch spills on the report. You want to blame her for causing the spill.</td>
</tr>
<tr>
<td><strong>Instead of blaming someone, what positive strategy could you use to respond?</strong></td>
<td><strong>Instead of blaming your friend, what positive strategy could you use to respond?</strong></td>
</tr>
</tbody>
</table>
Cool Rule Strategies
The Cool Rule: Treat others the way you want to be treated.

Strategies for Positive Team Discussions

• **Strategies for Not Interrupting or Blurting Out Answers:**
  – Press your lips together.
  – Write your ideas down.
  – Stop and think. Use empathy.
  – Stop and stay cool to avoid blurting out answers.
  – Use active listening.
  – Use self-talk to remind yourself not to interrupt or blurt out.
  – Consider the Cool Rule: How would you want to be treated?

• **Strategies for Not Dominating the Discussion:**
  – Stop and think. Use empathy.
  – Use self-talk. Say, “I won’t dominate the discussion today.”
  – Consider the Cool Rule: How would you want to be treated?

• **Strategies for Not Putting Down a Teammate’s Ideas:**
  – Think flexibly about other teammates’ ideas because they might have important ideas to contribute.
  – Stop and think. Use empathy.
  – Challenge ideas fairly. Think of a positive way to say that you disagree.
  – Consider the Cool Rule: How would you want to be treated?

• **Strategies for Waiting Your Turn:**
  – Stop and think. Use empathy.
  – Consider the Cool Rule: How would you want to be treated?
  – Use self-talk to remind yourself to wait your turn.
  – Take deep breaths to calm down so you can wait your turn.

Strategies for Responding to Hurtful Words

• Tell the person to stop.
• Ignore the hurtful words once.
• Make a joke to deflect the hurtful words.
• Use self-talk.
• Stop and stay cool.
• Laugh it off.
• Stop and think about what to do next.
• Tell the person to “Cut it out.”
• Play with other friends who treat you nicely.
• Get help when necessary.
Strategies to Avoid Getting Even

- Stop and stay cool.
- Use stop and think strategies, such as self-talk.
- Get over it instead of getting even.
- Give an “I” Message.
- Try to forgive the person.
- Consider the Cool Rule.
- Get help when necessary.

Strategies for Not Blaming Others

- Use stop and think strategies.
- Give an “I” Message.
- Take responsibility for your own actions.
- Admit when you’ve made a mistake.
- Apologize when you’re wrong.
- Think positively about the situation, and make an improvement plan for the future.

Strategies for the Bystander

- Refuse to participate in the mean behavior.
- Don’t hang out with the person who is being mean.
- Tell the person who is being mean to “Cut it out.”
- Ask as many friends as possible to help you stop the person who is doing the mean behavior.
- Use your sense of humor to change the subject or tone of the situation.
- Use empathy.
- Invite the person being teased to do something with you.
- Use the Cool Rule. How would you want someone to treat you in this situation?
- If you don’t know what to do, tell the person that you aren’t sure how to help, but you don’t think he or she deserves to be treated this way.
- If necessary, ask an adult for help.
ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

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

Aisha and Ming are hanging out at recess. Sefa comes over to join them. Aisha whispers to Ming, "Sefa is kind of weird and doesn't fit into our group. Let's go hang out somewhere else." Sefa hears what Aisha says and feels completely miserable.

What could Sefa do to respond to the hurtful words? What could Ming do to help Sefa? Why would the Cool Rule be helpful in this situation?

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- 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 a Cognitive Flexibility 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 the concept of flexible thinking and review and practice strategies for this skill.

ADVANCE PREPARATION

- Be sure that the Train Your Brain! poster is displayed under the Tools for Teamwork.
- Be sure that the students have access to their journals and their GAT Strategy Cards.
- Prepare to display the GAT Strategy Card on the overhead or whiteboard.
- Have the deck of Brain Game Cards available.
- Copy the “What is it?” worksheet—one per team. If you want to look at it as a class, prepare a version for the overhead or whiteboard. Note: You may only have time to complete one of the two teamwork activities with your class. If so, start with the one that you think will be most engaging, and do the second one another time. With both activities, look at the possible answers provided in the lesson to help you understand the purpose of the tasks.
- Copy and cut out the Home Connections tickets—one per student.
Brain Workout #4
Cognitive Flexibility Practice

**Agenda**

**Active Instruction**
- Introduce the lesson, and announce the Big Q.
- Review the concept of flexible thinking, emphasizing that there is usually more than one way to approach a problem.
- Review the Cognitive Flexibility Brain Games and related strategies.

**Teamwork**
- Introduce one or both team activities, Multiplication Multiple Ways and/or What is it?, depending on time and class interest.

**Reflection:** Ask the Big Q.

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

---

**Active Instruction**

1. **Introduce the lesson, and announce the Big Q.**
   - Point to the Train Your Brain! poster, and explain that today is another brain workout, a lesson in which the students take their brains to the gym. This time they will strengthen their flexible-thinking muscles.
   - Announce the Big Q.
   - **Big Q:** Why would employers want to hire people who are good at thinking flexibly?

2. **Flexible-thinking review**
   - Remind the students that flexible thinking, or switching our thinking, helps us move from one kind of thinking to the next so we do not get stuck thinking only one way.
   - Ask the students to name a few Cognitive Flexibility Brain Games.  
     *Don’t End That Word; Does Simon Say?; Find the Connection.*
   - Remind the students about the sorting game that they played in unit 1 when they sorted different objects by color, then by purpose, then by starting letter, and so on. Use **Buddy Buzz** to ask:
     - **Why was that activity a good exercise for our brains?**
     *It helped our brains switch from one way of seeing something to another and realize that there is more than one way to think about something. For example, a pencil is not just something for writing, it is also something made of wood, something yellow, and something that starts with the letter p.*
• Hold up a rock, and say:

*If I said we were talking about items in the category of rocks, we would say, yes, this is a rock. But what if I name a different category such as items that are hard? Is this rock also something that is hard?*

Yes.

• Elaborate that a rock can also be something found on the ground, something found in nature, something that starts with the letter r, something solid, something gray (or whatever the color), something to collect, something a bug can live under, and so on.

• Summarize that one big message of Getting Along Together is that there is more than one way to do things!

*There is more than one way to look at a rock, more than one way to memorize something, more than one way to draw something, and more than one way to solve a conflict with a friend. People who are good at thinking flexibly are good at creative problem-solving because they can see many possibilities.*


• Ask the students to get out their GAT Strategy Cards and review and define each flexible-thinking strategy with their partners.

• Show the strategy card on the overhead, and circulate to clarify definitions as necessary.

**Teamwork**

1. Introduce the team activity, Multiplication Multiple Ways.

• Explain that one example of more than one way to do something in school is solving math problems.

• Write the following problem on the board: $14 \times 4$.

• Ask teams to think of as many different ways to solve that problem as possible. Allow about three or four minutes for the students to brainstorm.

• Use **Random Reporter** to ask teams to share responses; chart all the different possibilities. A teacher’s answer sheet is provided, but your students may have additional solutions.

  - repeated addition
  - traditional multiplication
  - use an area model
  - use an array
  - use tally marks
  - other ideas?

• Ask if anyone was surprised by some of the solutions that other teams presented.
• Have teams do a team huddle to discuss the following question, and use Random Reporter to have teams respond.

Why is it helpful to think flexibly in math class?

You can come up with new, quicker, and simpler ways to solve a problem. One way to solve a problem might be easier to understand than another. You might think of a surprising way that makes you say, “Wow, I never thought about it that way.” You might be able to help someone else because you can explain it to that person in a few different ways.

2. Introduce the team game, What is it?

• Pass out a “What is it?” worksheet to each team.

• Project the worksheet on the overhead/whiteboard if that is helpful to your class.

• Explain that there are fifteen animals on the sheet, and teams should think of as many different ways to sort these animals as possible. If the students need a hint to get started, ask them what a butterfly and a crow have in common that a cat does not, and guide them to the categories of flying/not flying.

• Give teams time to sort the animals into as many categories as possible. Then use Random Reporter to have teams share responses; chart the responses. Some categories include:
  – flying/not flying
  – lays eggs/no eggs
  – tail/no tail
  – water/land/air
  – fierce/gentle
  – stripes/no stripes
  – makes nests/no nests
  – claws/no claws

• Ask:
  Did any teams come up with categories that surprised other teams?

• Have teams do a team huddle and use Random Reporter to answer the following question:

How does thinking flexibly help you make connections between different types of animals?

It helps you realize that animals have traits in common that you might not have thought about. For example, turtles and eagles both lay eggs, and crows, eagles, rats, and squirrels all have nests.

• Explain that scientists are especially good at flexible thinking because they are good at looking at nature from many different angles and seeing connections that help them understand how and why some animals fly, some have tails, and some live in nests.
• Summarize that flexible thinking helps us make connections between things and think about them in new ways.

Reflection

The Big Q:
Why would employers want to hire people who are good at thinking flexibly?

Because they will be good problem solvers; they might think of new ways to do something on the job; if something breaks or goes wrong on the job, they will be able to think of another way to get the same result.

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

• If a student seems to be stuck on an assignment, encourage him or her to consider the cognitive-flexibility strategies. Is there another way to approach the problem?

• In literature or social studies, ask the students to evaluate characters or historical figures in terms of cognitive flexibility. Is that person able to see a situation in more than one way, or does he or she get stuck in just one way of thinking?

• Consider a writing prompt that requires flexible thinking, such as “How many different ways could you use a penny?” or “How many musical instruments could you make out of items in the classroom?”

• Consider a discussion or writing assignment with the prompt, “Why would someone shipwrecked on a desert island need good flexible-thinking skills?”

• The following books have fun and challenging activities to help the students flex their thinking muscles. Look through them, and select games that would help your class continue to practice cognitive flexibility:
  – The Total Brain Workout by Marcel Danesi, Ph.D.
  – Extra Brain Workout by Marcel Danesi, Ph.D.
  – Brain Games Kids, Publications International, Ltd.
  – Are You Smart or What? by Pat Battaglia
**Multiplication Multiple Ways**

What is $14 \times 4$?

1. You can use repeated addition.
   - You can add 14 four times: $14 + 14 + 14 + 14 = 56$
   - You can add 4 fourteen times: $4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 56$

2. You can use the traditional algorithm (regrouping as you multiply each place).
   
   \[
   \begin{array}{c}
   14 \\
   \times 4 \\
   \hline
   56
   \end{array}
   \]

3. You can use an area model (break apart factors to make the multiplication easier).
   
   \[
   \begin{array}{c|c|c|c}
   14 \times 4 & 10 & + & 4 \\
   \hline
   4 & 10 \times 4 = 40 & 4 \times 4 = 16 & \hline
   \end{array}
   \]

   $40 + 16 = 56$

4. You can use an array.

5. You can use tally marks and count them.
What is it?

How flexibly can your team think? Look at the following list of words, and see how many different groups you can sort them into!

- eagle
- cat
- rooster
- tiger
- rabbit
- zebra
- bear
- fish
- rat
- turtle
- crow
- squirrel
- butterfly
- bat
- frog
Brain Workout #4

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

Tyree wants to get better at basketball, but he does not have a ball or a hoop at home.

Use your flexible-thinking skills to help Tyree! What are three or four ways that he could improve his basketball skills without a ball or hoop?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
UNIT OVERVIEW

Unit Focus
In this three-lesson unit, the students will learn the importance of stopping and thinking in difficult situations rather than acting on impulse or with limited or inaccurate information. The three lessons build on the previous concepts and strategies that help students internalize and master response inhibition, one of the four fundamental cognitive-regulation skills taught throughout the Getting Along Together curriculum. Over the three lessons, the students will review stop and think strategies that they can use to give themselves time to think positively. The students will learn that it is important to stop in your tracks and get the facts by asking questions in certain situations that are not immediately clear or easy to read. Finally, the students will use consequential and predictive thinking to practice stop and think strategies in different situations.

Unit Outcomes
Students will:

- think flexibly to solve problems—consider multiple ways to solve a problem by looking at it from a variety of perspectives;
- identify motivations and intentions of others (including when others’ actions are accidental or purposeful);
- control inappropriate responses in favor of more appropriate behavior;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- utilize a variety of self-control techniques to meet the demands of the situation;
- identify the intensity of feelings in themselves and others;
- manage and cope with unfair situations;
- formulate a simple plan of future action;
- identify effective and ineffective outcomes to conflict;
- use consequential thinking to consider outcomes of a variety of possible solutions to a problem; and
- predict outcomes of various decisions.
Books Used in Unit:

*Miranda Peabody and the Case of the Lunchroom Spy* by Susan DeBell, Ph.D.
Stop and think positively!

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 Unfortunately, Fortunately whenever time allows during the day/week. Note: Emphasize that this game helps us think flexibly about the positives and negatives of a situation, just as we need to think flexibly about the positive aspects of unclear situations.

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 be introduced to the idea of jumping to conclusions and how it involves making assumptions based on their point of view and perceptions. The students will brainstorm multiple positive ideas and reasons about what could be happening in a variety of situations rather than jumping to negative conclusions.

ADVANCE PREPARATION

Note: If eight weeks have passed since you last changed teams, please change your team groupings. Prior to this lesson, plan teams using techniques described in the teacher’s guide. Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.

☐ Prepare a sentence strip that says “Jumping to Conclusions.” Have an additional sentence strip available to write the definition of the phrase during the lesson.

☐ Prepare the Jumping to Conclusions Story for the overhead or whiteboard.

☐ Have the book *Miranda Peabody and the Case of the Lunchroom Spy* by Susan DeBell available.

☐ Prepare the Stop and Think Positively sheet for the overhead or whiteboard.

☐ Copy the Stop and Think Positively sheet—one per team.

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

☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction
- Introduce the concept of jumping to conclusions by giving an example of an unclear situation and discussing it.
- Define the phrase “jumping to conclusions.”
- Read the book *Miranda Peabody and the Case of the Lunchroom Spy* to discuss a situation in which students jumped to a conclusion.

Teamwork
- Have teams brainstorm three positive explanations for a situation in which someone jumps to a negative conclusion.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter and this week’s ticket.

Active Instruction

1. Introduce the concept of jumping to conclusions by sharing an example.
   - On the overhead or whiteboard, display and read the following story in which someone jumps to a conclusion:
     
     Ben worries that his teammates don’t think he contributes as many good ideas to team huddles as the other members of the team. One day his teacher calls on him to be the Random Reporter for his team. As he is reporting, his teammate sighs. Ben thinks that she is sighing because he is not doing a good job.
     
     Ask:
     
     Does Ben know for sure why his teammate is sighing when he is sharing his team’s answers?

     No.

     What are some other reasons that his teammate could be sighing?

     *She doesn’t know the answer to the teacher’s question, or she is bored.*

     Do you know what term we use when someone guesses a situation and without having any facts?

     If necessary, lead the students to the phrase “jumping to conclusions.”

   - Post the sentence strip that reads “Jumping to Conclusions” on the board.

   - On the second sentence strip, write what this phrase means: “Making an assumption about what is happening in a situation when we are not certain of the facts.”
We use the term “jumping to conclusions.” Why do you think the word *jump* is used instead of *walk*?

*It is called jumping because you jump over the facts about a situation. If you walked to a conclusion, you would get the facts before getting to the conclusion by noticing details, asking questions, and finding out all the information.*

Explain that this unit will help the students learn to stop and think before jumping to negative conclusions. Point to “Stop and think” on the Train Your Brain! poster.

2. Announce the Big Q.

**Big Q:** Why is it important to remember that there is always more than one possible explanation for a situation? How could the Cool Rule help?

3. Read the first half of *Miranda Peabody and the Case of the Lunchroom Spy* by Susan DeBell to discuss an example of jumping to conclusions.

- Read pages 1–5, and ask:
  
  **Why do the students jump to the conclusion that Marysara is a spy? How does the situation appear to them?**
  
  *She is writing things in her notebook, and they assume that she is writing mean things about them to report to the principal.*

- Read pages 6–13. Ask:
  
  **Which hurdle behaviors do the students exhibit?**
  
  *Excluding others, spreading rumors, gossiping, and saying put-downs.*

  **How could the Cool Rule help in this situation?**
  
  *The students could treat Marysara the way they want to be treated and not jump to conclusions.*

- Read pages 14–17. Say:
  
  **Raise your hand if you think Marysara is spying on the students and writing down unkind things about them.**

  **Note:** Explain the difference between how spies are depicted in this book and the Secret Spies who report on positive behaviors at Class Council.

  Use *Think-Pair-Share* to ask:
  
  **What other things could she be doing in the notebook? Are there other possible explanations for her behavior?**
  
  *She could be drawing or writing a story.*

- Explain that there are always multiple reasons for what is happening, and that it is helpful to focus on the positive.

Tell the students that you will finish the book during the next lesson.
Summarize the lesson.

We often jump to conclusions based on our point of view and how the situation appears to us. In the example of Ben at the beginning of the lesson, we see that he jumped to the conclusion that his teammate was sighing about his answer based on his point of view that his teammates don’t value his ideas. In the book’s example, the students jump to the conclusion that Marysara is writing mean things about them because it appears that she is spying on them. In these situations, it is a good idea to think about a variety of explanations in a situation and think positively instead of negatively!

**Teamwork**

1. Have teams stop and think about various positive explanations for what happened in a situation rather than jumping to a negative conclusion.
   - Give each team a Stop and Think Positively sheet.
   - Display the Stop and Think Positively scenarios on the overhead or whiteboard.
   - Read the two scenarios aloud.
   - Assign one team member to be the recorder.
   - Team huddle: Have teams brainstorm and write three possible positive explanations for what happened in each scenario.
   - Use Random Reporter to call on teams to share their positive explanations of the two scenarios. Chart sample responses on the overhead or whiteboard.

**Scenario 1:**

Walter had called out Manuel’s name so he could catch the football, but Manuel didn’t hear him.

Walter was aiming to throw the football to someone near Manuel, but that person missed.

Walter’s aim isn’t so good.

**Scenario 2:**

The teacher asked Sonya and Issabah to stay to help her after school.

Sonya and Issabah forgot that all three of them are walking home together because usually only the two of them walk home together.

Sonya and Issabah are taking a long time to pack up.

- Debrief by asking:
  - Why is it important to stop and think positively in a situation instead of jumping to a negative conclusion?
  - What does the expression “Look before you leap” mean? How is it related to not jumping to conclusions?
  - Why is it better to give someone the benefit of the doubt instead of jumping to conclusions?
Reflection

The Big Q:
Why is it important to remember that there is always more than one possible explanation for a situation? How could the Cool Rule help?

Accept reasonable responses. So you don’t jump to the wrong conclusion; so you see different points of view; so you can find positive explanations for situations; you wouldn’t want other people to jump to the wrong conclusion about your behavior.

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
• In science class, discuss the importance of using data and research to prove a scientific fact rather than jumping to conclusions about what you have observed.
• Have the students journal about the phrase “Don’t take a guess, or you’ll get into a mess.” Have the students think about a time when they just guessed about the circumstances of a situation and how it got them into a mess.
• Play a short clip of the song “Jumping to Conclusions” by Jan Nigro, and discuss it: www.songsforteaching.com/vitaminl/jumpingtoconclusions.htm.
• Let your students try the jumping-to-conclusions activities on the following website: www.exploratorium.edu/brain_explorer/jumping.html.
Parent Peek Letter

Dear Fourth-Grade Parent or Family Member:

Have you ever heard someone say, “Don’t jump to conclusions”? In our new unit, we will talk about situations in which we need to stop and think before jumping to conclusions. We will focus on situations in which people jump to the wrong conclusion because they didn’t “Stop in their tracks and get the facts.” The students will learn the importance of stopping themselves from acting to give them time to think through a problem. They will brainstorm different ways to respond to a problem and evaluate their solutions to make the best decision possible.

Here are a few ways that you can help your child practice stopping and thinking at home:

• Tell your child about a time when you jumped to the wrong conclusion. Explain why it would have been better to get the facts first.

• Watch a TV show with your child, and have your child decide whether the person in the show made a good decision. Help your child think through what else the person might have done.

• Help your child think through two different ways of responding to a situation and what would happen next based on each response.

• Have your child tell you the stop and think strategies that he or she has learned at school. Praise him or her for using these strategies!

Sincerely,

Your Fourth-Grade Teacher
Ben worries that his teammates don’t think he contributes as many good ideas to team huddles as the other members of the team. One day his teacher calls on him to be the Random Reporter for his team. As he is reporting, his teammate sighs. Ben thinks that she is sighing because he is not doing a good job.
Stop and Think Positively

Scenario 1:
Manuel is walking outside to the playground. Walter throws a football, and it hits Manuel in the face. Manuel jumps to the conclusion that Walter did it on purpose.

What are three other possible positive explanations for this situation?

1. 
2. 
3. 

Scenario 2:
Ellie and her friends Sonya and Issabah agree to meet one another outside after school to walk home together. Ellie gets out a few minutes early and waits by the front doors, but her friends don’t show up. She jumps to the conclusion that Sonya and Issabah have ditched her and walked home by themselves.

What are three other possible positive explanations for this situation?

1. 
2. 
3. 

Getting Along Together

Unit 6 | Lesson 1

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• 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.

  Tyneisha is walking down the hall at school. She sees her friend Margo coming toward her. When she smiles at Margo, Margo doesn’t smile back and keeps her head down. Tyneisha jumps to the conclusion that Margo doesn’t want to be her friend anymore.

  What are three other possible positive explanations for this situation?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Stop in your tracks, and get the facts!

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 I Spy whenever time allows during the day/week. Note: Emphasize that this game helps us practice asking questions to get the facts.

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 why it is important to stop in your tracks first when you have strong feelings in a situation and then get the facts to avoid jumping to a conclusion.

ADVANCE PREPARATION

☐ Prepare a sentence strip that says “Stop in your tracks, and get the facts!”

☐ Make sure teams have a copy of the GAT Strategy Card to reference the Stop and Think strategies.

☐ Have the book *Miranda Peabody and the Case of the Lunchroom Spy* by Susan DeBell available. **Note:** You will be reading the second half of the book today.

☐ Have a journal available for each student.

☐ Prepare the “Stop in your tracks, and get the facts!” Journal Entry for the overhead or whiteboard.

☐ Think ahead of time about a situation in which you jumped to the wrong conclusion and a clarifying question you could have asked.

☐ Copy and cut out the Home Connections tickets—one per student.
**Agenda**

**Active Instruction**
- Briefly review the first half of the book *Miranda Peabody and the Case of the Lunchroom Spy* by Susan DeBell.
- Finish reading and discussing the book, emphasizing the need to stop in your tracks, and get the facts.

**Teamwork**
- Have the students journal about a time when they didn’t stop in their tracks and get the facts. The students will write one question they could have asked in the situation.

**Reflection:** Ask the Big Q.

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

**Active Instruction**

1. **Announce the Big Q.**
   
   **Big Q:** How does stopping in your tracks and getting the facts cause fewer conflicts in our classroom than jumping to conclusions? Give an example.

2. **Review the book.**
   
   Briefly review the first half of *Miranda Peabody and the Case of the Lunchroom Spy* by Susan DeBell, emphasizing that the students jumped to the conclusion that Marysara was a spy.

3. **Read and discuss the book.**
   
   - Read pages 18 and 19. Say:
     
     The author says, “The students were so interested in stopping the spying and in avoiding Marysara in every way they never stopped to understand what was really going on.” Why is it important to stop and think about what is really going on in a situation?
     
     *So you don’t act impulsively and do or say things you wish you hadn’t.*
   
   - Read pages 20–25. Ask:
     
     What activity do Principal Appleberry and Mrs. Lee have the students do to teach them a lesson about friendship? Whom is Miranda paired up with?
     
     *They have the students pair up with another student and ask them a question. Miranda and Marysara are a pair.*
     
     What important question does Miranda ask?
     
     *She asks Marysara, “What IS in that notebook of yours?”*
Why is it really important for Miranda to stop and get the facts about what Marysara is actually doing in her notebook?

So she can stop jumping to the wrong conclusion that Marysara is spying on them and writing mean things in her notebook.

• Introduce the solution to avoid jumping to conclusions: stop in your tracks, and get the facts. Post this sentence strip, and briefly explain it.

When we stop in our tracks, we give ourselves time to think. We can get the facts by asking questions.

• Read page 26. Ask:

What does Miranda discover about Marysara when she opens the notebook?

That she is an artist, not a spy.

How does stopping in your tracks and getting the facts help you avoid jumping to the wrong conclusion?

If you stop and get the facts about the situation, you won't have to guess what is going on.

• Make sure the students have a GAT Strategy Card. Point to “Stop in my tracks, and get the facts” under the heading “How do I solve conflicts?” Explain that in situations such as the one described in the book, stopping and getting the facts can be very helpful to stop or solve a conflict.

Note: Emphasize the need to ask questions because there is always more than one possible explanation for what happened.

• Highlight that Miranda stops in her tracks and gets the facts when she asks a question about what Marysara is doing in the notebook.

Have the students think of questions to clarify the situation and get the facts. Use Think-Pair-Share to ask:

Since none of the students are sure what Marysara is doing in the notebook, what other questions could they ask?

They could ask, “What are you doing in your notebook? Could I see what you are working on in your notebook?” They could ask the teacher if she knows what Marysara’s notebook is for.

• Read pages 27–29. Due to time constraints, finish the book here. Ask:

How does the situation improve once Miranda and her friends stop and get the facts by asking questions to understand the situation from Marysara’s point of view?

They no longer jump to the wrong conclusion and they stop hurting Marysara’s feelings.

Have the students look at the strategies under the heading “How do I stop and think?” on the Getting Along Together Strategy Card.
• Explain the connection to stopping and thinking.

In situations like these, we need to stop and think! We need to stop first to give ourselves time to calm down, and we need to think through the situation by asking questions to get the facts.

Use Buddy Buzz to say:

Stopping and thinking about the situation will give you time to come up with a question that you could ask to clarify what is happening. Tell your partner which of these stop and think strategies you could use in the future to avoid jumping to a negative conclusion about something that someone said or did to you.

Accept reasonable responses.

Teamwork

1. Have the students journal about a time when they jumped to a wrong conclusion because they didn’t stop in their tracks and get the facts. Then have them write one question that they could have asked to get the facts.

• Pass out a journal to each student.
• Display the journal directions on the overhead or whiteboard.
• Read the directions aloud, and model your own sample response.
• Have the students write in their journals about a time when they jumped to a wrong conclusion and one clarifying question they could have asked to get the facts.

Note: Remind the students not to use real names.

• Have teammates share their journal entries with a partner on their team. Circulate to hear student responses.
• Collect the journals. When you have time, read through the journals to learn more about your students!

Reflection

The Big Q:

How does stopping in your tracks and getting the facts cause fewer conflicts in our classroom than jumping to conclusions? Give an example.

Accept reasonable responses. If I get the facts, I might realize that I had jumped to the wrong conclusion about why something happened that made me upset; I might avoid a conflict before it starts by asking a simple question.
**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**

- Find some current newspaper articles. Discuss how you could jump to conclusions in each story if you didn't have all the facts.
- Read *Mr. Peabody's Apples* by Madonna, a book about the consequences of jumping to conclusions.
“Stop in your tracks, and get the facts!” Journal Entry

– Tell about a time when you jumped to the wrong conclusion about a situation without stopping in your tracks and getting the facts.

– Write one question you could have asked to get the facts to clarify the situation and avoid jumping to the wrong conclusion.
ADVANCE PREPARATION

- Remind the Cool Kid that he or she will be the Class Council student leader.
- 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.
- Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
- Prepare the Cool Kid certificate.

PART I: REVIEW THE WEEK. SET A GOAL.

Reminder: Class Council is led by the week’s Cool Kid.

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

Jared is packing his bag at the end of the school day. He realizes that his new deck of cards is missing. He sees Samantha packing up something that looks like a deck of cards. He jumps to the conclusion that she took his cards and accuses her of stealing. When she pulls out her flash cards instead, he realizes that he jumped to the wrong conclusion.

What is one question that Jared could have asked to get the facts? How would asking that question first help him in this situation?

PART II: CELEBRATE

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
Think it through, it could be you! “Look Before Leaping”

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 Brain Game that benefits your class 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 importance of stopping and thinking about a situation in which someone jumps to a conclusion and of discerning the options and consequences for responding to the situation.

ADVANCE PREPARATION

☐ Have a television, a DVD player, and the Getting Along Together 2nd Edition DVD available to show the “Think it through, it could be you!” video “Look Before Leaping” (grade 4, unit 6, lesson 3). Note: Preview the video before the lesson so you know what to expect.

☐ Copy the “Think it through, it could be you!” sheet—one per team.

☐ Prepare a master “Think it through, it could be you!” sheet for the overhead or whiteboard.

☐ Make sure all the Tools for Teamwork are visible.

☐ Make sure the students have the GAT Strategy Cards available.

☐ Have chart paper available.

☐ Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the “Think it through, it could be you!” video “Look Before Leaping.”

Teamwork

- Watch the video.
- Have teams complete the “Think it through, it could be you!” sheet based on the video to practice using consequential thinking in problem situations.
- Teams will explain their best solution to the problem and its likely consequence.
- Teams will answer debriefing questions.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Announce the Big Q.

   **Big Q: Which strategy will you use in the future to stop yourself from jumping to conclusions?**

2. Introduce the “Look Before Leaping” video.
   - Begin by giving an example of a time when you jumped to a conclusion. For example, you overheard someone talking and you thought the conversation was about you, but it wasn’t.
   - Explain the consequences of jumping to that conclusion and how the situation would have been different if you had used the Tools for Teamwork, especially the Getting Along Together strategies.
   - Explain a few other choices that you could have made in the situation and the consequences of those choices.

   *We all jump to conclusions sometimes, but if we use the GAT strategies, we may decrease how often we do this and have fewer hurt feelings, misunderstandings, and conflicts in the classroom.*

Teamwork

Video synopsis: Flash, Ricardo, Mona, and Tasha are reading at a table in the school library. Ricardo shows Flash his cool new highlighter. Flash sniffs the tip. Ricardo goes to get a drink of water, leaving his highlighter on the table. Flash continues admiring it. Mona and Tasha return to their books. Ricardo returns, but his highlighter is gone. He accuses Flash of taking it. Flash looks surprised and says, “Me? I didn’t take it!” The last shot is the highlighter on the floor under the table.

1. Give each team a “Think it through, it could be you!” sheet.
2. Show the video “Look Before Leaping.”
3. Have teams do a team huddle to answer the first three questions on the “Think it through, it could be you!” sheet. Use Random Reporter to have teams share responses. Chart a few team responses on the master “Think it through, it could be you!” sheet.

   1. Ricardo’s problem is that his cool new highlighter is gone, and he jumps to the conclusion that Flash took it.
   2. He feels mad that it is gone.
   3. The problem also involves Flash, who has been accused of taking Ricardo’s highlighter. It may also involve Tasha and Mona, who are sitting with Flash and Ricardo.

4. Have teams do a team huddle to identify and evaluate (good/poor/neutral, thumbs up/down/sideways) the solution that the character already tried. Then teams write that solution in the Solution 1 box.

   Ricardo jumps to the conclusion that Flash took his new highlighter and he accuses Flash of doing that.

   Poor; thumbs down.

5. Have teams do a team huddle to consider the possible consequences of that solution. Teams write the consequences in the appropriate box. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   Flash might feel hurt or angry that Ricardo is unfairly accusing him because the highlighter is on the floor, and he didn’t take it.
   Tasha and Mona might get mad at Ricardo and stick up for Flash if they think he didn’t take the highlighter.

6. Have teams do a team huddle to complete the remaining solution and consequences boxes. Emphasize that the students are using their cognitive flexibility skills to identify more than one way to solve problem. Use Random Reporter to obtain answers from a few teams. Chart a few student responses on the master “Think it through, it could be you!” sheet.

   Solution: Ricardo could use the Stop and Stay Cool Steps in the situation.
   Consequence: He would have time to think.

   Solution: Ricardo could use self-talk to calm down and think clearly.
   Consequence: He may give himself time to think about the best way to respond to the situation.

   Solution: Ricardo could think positively instead of negatively about what happened in the situation.
   Consequence: He might not falsely accuse Flash of taking his highlighter.

   Solution: Ricardo could stop in his tracks and get the facts by asking Flash a question about where the highlighter is.
   Consequence: Flash might be able to tell him that he doesn’t have it.
Think it through, it could be you! “Look Before Leaping”

Solution: Ricardo could ask Mona and Tasha a question about what happened to the highlighter.
Consequence: They might be able to tell him where the highlighter is.

Solution: Ricardo could try looking around for his highlighter.
Consequence: He might find it.

On the chart titled Strategies to Avoid Jumping to Conclusions, write the following:

- Use cool down techniques.
- Ask questions.
- Think positively and flexibly.

7. Have teams do a team huddle to identify the best win-win solution in this situation and why. Use Random Reporter to obtain answers from a few teams.

8. Have teams do a team huddle to answer the following debriefing questions. Use Random Reporter to call on a few different teams for each question.

   - How could this problem get worse if Ricardo doesn’t get the facts?
   - What should Ricardo do once he realizes that his highlighter is on the floor under the table?
   - How can Ricardo restore his friendship with Flash?
   - Why does jumping to conclusions hurt teamwork and friendships?

9. Summarize the lesson:

   Jumping to conclusions can lead to hurt feelings and conflicts. Using the GAT strategies and getting the facts about a situation helps you make better decisions about what to do next.

10. Remind the students that Think-It-Through sheets are available at the Thinking Spot for them to use when trying to solve any individual or interpersonal issues with a win-win solution.

Reflection

The Big Q:

Which strategy will you use in the future to stop yourself from jumping to conclusions?

Accept reasonable responses, such as Stop and Stay Cool, or stop in your tracks, and get the facts.

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.
Think it through, it could be you! “Look Before Leaping”

Extend and Connect

• In reading class, ask the students to identify the difference between drawing a conclusion and jumping to a conclusion. Elicit that the first is more reliable than the second and that the key difference is reviewing the facts in the situation.

• In Class Council, have the students set a measurable goal of reporting out on a question that they asked to help them stop in their tracks and get the facts before jumping to a conclusion.

• Have the students journal about the following quote: “Jumping to conclusions is like putting two and two together and getting five. When our minds race in the wrong direction, it can lead to false conclusions.” —Anonymous
Think it through, it could be you! “Look Before Leaping”

1. What is Ricardo’s problem?
2. How does Ricardo feel?
3. Does the problem involve any other people? If yes, how do you think they feel?
4. What could Ricardo do to solve this problem?
5. Circle the best win-win solution for this situation.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal. Consider setting a goal of having the students report out on a question that they asked to get the facts.
  – 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.

Carla overhears two classmates whispering about someone’s ugly clothes. Carla has a new outfit on, so she assumes that they are talking about her.

Which GAT strategies could Carla use to avoid jumping to the conclusion that her classmates are talking about her behind her back?

Part II: Celebrate

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
Unit 7: **Look back, look ahead, and celebrate!**

**UNIT OVERVIEW**

**Unit Focus**
In this closing unit, students will review the main concepts and skills of Getting Along Together that they have learned throughout the year. They will identify specific areas of individual and class progress in all the skill areas, and they will celebrate that progress. They will also be asked to anticipate how these concepts and skills will be useful over the summer. Finally, if there is time left in the school year, a variety of culminating and engaging projects that could be completed over a few days or weeks are suggested.

**Unit Outcomes**

Students will:
- review social, emotional, and cognitive Getting Along Together skills and strategies learned throughout the year;
- self-assess growth in Getting Along Together skills;
- participate as active and successful members of a team and community;
- understand the value of the community and of each member within it; and
- plan how to use Getting Along Together skills over the summer.

**Books Used in Unit:**
None
Looking Back at GAT

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 Brain Game that your class especially enjoys 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 many of the Getting Along Together concepts and skills by playing a team game of Jeopardy.

ADVANCE PREPARATION

- Prepare the Getting Along Together Jeopardy game for the overhead or whiteboard.
- Make sure that each team has a copy of the Peace Path at their desks.
- If possible, provide each team with a buzzer, whistle, or bell to use when they are ready to answer a question, like on a real game show!
- Consider offering some prizes or rewards that would really matter to your students to make the game more engaging and meaningful. These can be privileges, treats, or anything that is motivating and exciting.
- Sign and copy the Parent Peek letter—one per student.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction

- Introduce the wrap-up unit, and announce the Big Q.

Teamwork

- Play the team game Getting Along Together Jeopardy!

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter and this week's ticket.

Active Instruction

1. Introduce the wrap-up unit; announce the Big Q.
   - Explain that the year of GAT lessons in school is coming to an end. In the time left, the students will review what they learned, think about how GAT can be useful over the summer, and celebrate their accomplishments.
   - Announce the Big Q.
   
   **Big Q: What are two ways that Getting Along Together has made a positive difference in our classroom this year?**

Teamwork

1. Introduce the team game for review, Getting Along Together Jeopardy!
   - Show the game categories on the overhead or whiteboard.
   - Explain that each team will have a chance to choose a category and a question (questions #1–4). When a team chooses a category and a question, you will read the question aloud. Then, all teams will use a team huddle to discuss a possible answer. When a team has an answer, they raise their hands or use the buzzer. Use Random Reporter for the team response.
   - If the team answers the question correctly, the team earns 1 point. A few of the questions include a surprise bonus question. If the team answers the first question correctly, the team can answer the bonus question and earn 2 points. If they cannot answer the bonus question, they lose their point from that question, and another team has the chance to answer the bonus question for 2 points.
   - Sample answers are included as a guide; many of the questions have more than one answer. Accept all reasonable answers that include the GAT concepts.
   - Rotate among teams to determine who gets to pick the category and the question. Play for as long as it takes for each team to have a chance to pick a category and a question.
   - Keep track of team points, and ask teams to keep track of their points also. Try to ensure that all teams experience some level of success since a key purpose of this final unit is to celebrate growth and mastery of GAT skills.
Reflection

The Big Q:
What are two ways that Getting Along Together has made a positive difference in our classroom this year?

*Answers will vary.*

Note: This week’s Class Council is slightly different, so be sure to read this lesson’s Class Council Meeting Guide.

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

- If you did not get through all the game questions, play the game again. You can write additional questions based on the ones provided. You can also have the students write more questions.

- If possible, meet with the students and the parents to discuss the progress that the students have made over the course of the year.

- Read *Friendship According to Humphrey* by Betty G. Birney. This chapter book takes place in a classroom and illustrates many of the GAT themes. It is narrated by the classroom hamster, Humphrey. He has to cope with the appearance of a second class pet, a frog, who stirs up some uncomfortable feelings in Humphrey. At the same time, many of the students in the classroom grapple with various friendship and behavior dilemmas of their own, which also offer many opportunities to highlight GAT skills and strategies.

  If you are able to make time to read this book, you will find many places to ask the students about the GAT topics, including identifying feelings (such as jealousy, hurt, worry, fear), empathy, win-win solutions, the Cool Rule, and others.

- Invite the students to make a class or team poster of all the aspects of GAT. Each student can contribute phrases or illustrations.
Dear Fourth-Grade Parent or Family Member:

Can you believe that the school year is almost over? Time flies when everyone is getting along together!

Today we began the wrap-up unit for Getting Along Together, and we have so much to celebrate as a class. Everyone has worked hard to improve in all the skills needed to be successful members of a classroom. We’ve learned skills and strategies such as active listening, focus, memory, self-control, flexible thinking, being a helpful and encouraging teammate, conflict resolution, managing tricky friendship dilemmas, and more!

When school ends, your child will bring home his or her Getting Along Together Strategy Card, which summarizes the program’s key skills and strategies. Please ask your child to explain the card to you. Together you can discuss ways to use these skills and strategies over the summer with your whole family! Also, play Brain Games with your child and as a family. Ask your child to teach you his or her favorite ones.

Thank you for your support this year and for helping to keep these important skills in your child’s mind over the summer break.

Sincerely,

Your Fourth-Grade Teacher
## Getting Along Together Jeopardy

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<thead>
<tr>
<th>Empathy</th>
<th>Cooling Down</th>
<th>Brain Game Skills</th>
<th>Peace Path Skills</th>
<th>Friendship</th>
<th>Hurdles</th>
<th>Self-Talk</th>
<th>Stop in your tracks, and get the facts!</th>
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# Getting Along Together Jeopardy

Questions and Sample Answers

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| **QUESTION #1:** What is an example of seeing a situation from someone else’s point of view?  
*I love gym, but my friend does not, so from her point of view, a double gym class is bad news!*

**BONUS:** Why is being able to see a situation from someone else’s point of view an example of thinking flexibly?  
*Because you have to think outside your own experience and realize that there is more than one way to feel or think about a situation.*

| **QUESTION #2:** What is an example of how empathy helps you to be a better friend?  
*If my friend feels embarrassed, using empathy means that I take the time to understand how my friend feels so I can be more supportive and caring.*

| **QUESTION #3:** Describe a time when someone showed you empathy. What did that person do and say?  
*When I dropped my tray, a classmate said he had just done that and he knew how I felt. Then he helped me clean it up.*

| **QUESTION #4:** What would you teach to a space alien who did not know the three steps of empathy?  
1. **Think about how the other person feels.**  
2. **Think about a time when you felt that way.**  
3. **Say or do something to show that you care.**  

**BONUS:** The space alien landed on Earth by accident, and she is homesick! What could you do or say to show her empathy?  
*I could think about a time when I felt lonely or missed my home and family, and then tell her that I know how she feels. If we play a game, maybe she would cheer up.*

| **BONUS:** Why is this question an example of flexible thinking?  
*Because you have to think outside your own experience and realize that there is more than one way to feel or think about a situation.*

| **QUESTION #1:** Your math sheet is really hard, and you are getting very frustrated! What are two strategies that you could try to cool down?  
*Stop and Stay Cool; breathe deeply; count; use self-talk; use the Settle-Down Jar; take a break; or go to the Thinking Spot.*

| **QUESTION #2:** How would you know that you are at a 5 in anger on the Feelings Thermometer?  
*I would feel my face getting hot or red; I would clench my teeth or fists; I would feel tense all over; I would have a funny feeling in my stomach.*

| **QUESTION #3:** Your teammate is so frustrated with his clay project! What strategies can you suggest that he try to cool down?  
*He could take a break; he could try deep breathing and counting; he could try self-talk to calm down, or he could try Stop and Stay Cool.*

| **QUESTION #4:** What are your two best cool-down strategies, and when could you use them in school?  
*Accept all reasonable responses.*

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<td>QUESTION #1:</td>
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<tr>
<td>Tell about a recent time that you used a focus strategy; what was it, and how did it help?</td>
<td>A classmate spills your drink, so you scribble on his paper. What are two conflict solvers that you both could try?</td>
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<tr>
<td>Accept supported answers. Use active listening, limit distractions, have your eyes on the speaker or task, use self-talk, have a plan with a goal, and take notes.</td>
<td>Apologize, laugh it off, talk it out, ignore once, and make amends (clean up the spill and help fix the scribbled paper).</td>
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<th>QUESTION #2:</th>
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<tr>
<td>What are two strategies you use to keep from blurting out and interrupting in school?</td>
<td>A classmate cuts in front of you at the water fountain, where you have been waiting for a long time. What “I” Message could you give?</td>
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<tr>
<td>Think about the Cool Rule, use active listening, press your lips together, use self-talk, and Stop and Stay Cool.</td>
<td>I feel angry because I have been waiting for a long time and you have not.</td>
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<td>BONUS: If you were so mad that you wanted to shove your classmate, what could you do to help yourself stop and think?</td>
<td>BONUS: Which conflict solver did you use the most this year, and how did it help you to be a super teammate?</td>
</tr>
<tr>
<td>I could use self-talk to make myself stop; I could use Stop and Stay Cool; I could put my hands in my pockets; I could breathe deeply or count.</td>
<td>Accept supported answers.</td>
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<td>If you had to memorize all the different bones in your leg—the femur, patella, tibia, and fibula—what is one memory strategy that you could use?</td>
<td>What is an example of a compromise that you might make with a student in our classroom?</td>
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<td>Make sure I understand all the words and ask questions if I do not; create a reminder word; repeat what I need to remember; make up a mind movie, song, or story; connect new information with what I already know; and group like words and sounds together.</td>
<td>You can have my turn on the computer if I can have your cookie at lunch.</td>
</tr>
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<td>BONUS: Why is this question an example of flexible thinking?</td>
<td>BONUS: Which conflict solver did you use the most this year, and how did it help you to be a super teammate?</td>
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<td>Because it requires you to push your brain to think beyond your first understanding of each word. You have to look at each word in a new and unusual way.</td>
<td>Accept supported answers.</td>
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<td>What are two traits that a hammer, a car, and a magnet all have in common?</td>
<td>A good friend laughs at your new haircut. What “I” Message could you give to your friend?</td>
</tr>
<tr>
<td>They all contain metal; they are all nouns; they are all useful tools that help people; they all have an A in the word; they are all hard; they all rust.</td>
<td>I feel hurt because you laughed at my hair instead of trying to be kind.</td>
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<tr>
<td>BONUS: Why is this question an example of flexible thinking?</td>
<td>BONUS: Use the expanded “I” Message format.</td>
</tr>
<tr>
<td>Because it requires you to push your brain to think beyond your first understanding of each word. You have to look at each word in a new and unusual way.</td>
<td>I feel hurt when you laugh at my hair because it seems like you do not care about my feelings.</td>
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### Questions and Sample Answers (continued)

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| **QUESTION #1:**  
Oops! You did not stop and think, and you laughed when your friend read a word wrong. What are two ways that you could try to make amends?  
Apologize, talk it out, or make amends (do something kind to make it up to your friend).  
**BONUS:** Act out an appropriate apology (a teammate can be the hurt friend).  
Make sure the student follows the four steps of a good apology:  
1. Speak clearly.  
2. Make eye contact.  
3. Say the person’s name.  
4. Say exactly what you are sorry for. | **QUESTION #1:**  
Someone hides your notebook as a joke. How can you stop yourself from wanting to get even?  
Use Stop and Stay Cool; use stop and think strategies like self-talk, breathing, or hands in pockets; get over it instead of getting even; give an “I” Message; try to forgive; and think about the Cool Rule.  
**BONUS:** Why is getting even not a win-win solution?  
The purpose of getting even is to upset the other person, so it is a win-lose solution and will probably turn into a lose-lose situation if the revenge cycle continues. |
| **QUESTION #2:**  
You want to make friends with someone new to your class. What is an example of an open-ended question that you could ask?  
What are some of your favorite movies? What kinds of games do you like to play at recess? | **QUESTION #2:**  
If someone said hurtful words to you, what is one strategy you could use to help yourself handle that difficult situation?  
Ignore the hurtful words once; make a joke to deflect the hurtful words; use self-talk; Stop and Stay Cool; tell the person to “Cut it out;” play with others who treat me nicely; try the conflict solvers, laugh it off or get help.  
**BONUS:** What is a second strategy to use in this situation?  
Accept all reasonable responses. |
| **QUESTION #3:**  
What are three qualities that are very important in a friend and why?  
Accept reasonable responses.  
**BONUS:** When did you show one of those qualities to someone else?  
Accept reasonable responses. | **QUESTION #3:**  
What are two strategies that improve team huddle discussions?  
Use active listening; remember the Cool Rule; think flexibly about teammates’ ideas even if they are different from yours; challenge others’ ideas fairly; press your lips together to not blurt out or interrupt; and use self-talk to say, “I won’t be bossy or talk too much today;” stop and think; use empathy.  
**BONUS:** Why does being an interrupting and bossy teammate break the Cool Rule?  
No one likes to be interrupted or ignored, so if you do that to someone else, you are not treating that person the way you would want to be treated. |
| **QUESTION #4:**  
Your best friend beats you in the spelling bee finals and gets a big trophy. You feel jealous. What are two strategies that you could try to feel better?  
Use self-talk to remind myself that I am a very good speller who almost won; use self-talk to remind myself that this feeling will go away soon; use stop and think strategies, such as button my lips so I do not say something I regret; use empathy to think about how happy my friend is; and take a break from my friend until the feeling goes away. | **QUESTION #4:**  
You hear someone making fun of another student’s shoes. What is one strategy that you could use to be a buddy, not a bystander?  
Refuse to join in; don’t hang out with the person being mean; tell the mean person to “Cut it out;” use empathy.  
**BONUS:** What is a second strategy to use in this situation?  
Accept all reasonable responses. |
**Self-Talk**

**QUESTION #1:**
What is an example of how someone could switch from negative self-talk to positive self-talk?

If you do badly on a test, you could switch from saying “I can’t do this; I am never going to understand this subject,” to saying “What can I do to get better at this subject?” or “I know I can get better at this subject because I have gotten better at other subjects.”

**QUESTION #2:**
You are way ahead in the citywide track meet until the very end, and you end up in fifth place. What is an example of positive self-talk that you could try?

I did so well to be in the leader group; since I was in the leader group this year, maybe I can win it next year. I can ask the coach what I can do to get better. I can be my own best friend and tell myself “Great job!”

**QUESTION #3:**
Can you turn this negative self-talk into positive self-talk? “I can’t do anything well in math. I am terrible at math.”

I can do some parts of math. I can ask for help. I can start small and try to improve a little at a time.

**QUESTION #4:**
What does it mean that helpful self-talk should be both positive and believable?

When you use self-talk to reach a goal, you have to say kind and encouraging words, but they also have to be realistic and achievable.

**Stop in your tracks, and get the facts!**

**QUESTION #1:**
Your new mechanical pencil is missing from your desk. How could you stop in your tracks and get the facts?

Look around for it before accusing anyone of taking it; ask questions instead of blaming.

**QUESTION #2:**
What is an example of how jumping to a conclusion can cause a problem in the classroom?

If I jump to the conclusion that someone stole my hat and accuse that person, he or she will feel angry instead of wanting to help me find it.

**QUESTION #3:**
When were you able to stop in your tracks and get the facts? Accept reasonable responses.

**BONUS:** What stop and think strategies did you use to keep yourself from jumping to a conclusion? Accept reasonable responses.

**Kind and Encouraging Words**

**QUESTION #1:**
Can you pick a name of a classmate (from the Cool Kid craft sticks) and give that person a meaningful compliment? The compliment should be kind and encouraging, detailed and specific, and about actions, not material things.

**QUESTION #2:**
Can you give yourself a meaningful compliment about something that you did in school yesterday? Accept any response that includes the aspects of a meaningful compliment (see answers to question #1 above).

**QUESTION #3:**
Your teammate is having trouble finishing her math problems. What kind and encouraging words can you say to her? Accept reasonable responses that are detailed and positive.

**QUESTION #4:**
What are some kind and encouraging words that someone said to you in the last few days? How did these words make you feel? Accept reasonable responses.
30 minutes  Unit 7 | Lesson 1

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.
☐ Write each student’s name on the compliment form provided with lesson 1.
☐ Have markers, crayons, and pens available for the students.

20 minutes

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week's Cool Kid.

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

• 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.

• The format for the next part of Class Council will be different today. Instead of role-playing a situation, have the students write a compliment about a random student in the classroom.

• The compliment should relate to one or more specific GAT skills. Have the students look around the room at all the GAT materials and think about the recent review so they have the GAT concepts and skills in mind when they write their meaningful compliments. Depending on your class, you may need to review the concept of meaningful compliments.

• Randomly pass out a compliment form with another classmate’s name on it to each student. Make sure that the students do not have their own names!

• Circulate as the students work to ensure that compliments are meaningful and address specific GAT concepts. Encourage the students to illustrate or decorate the forms.
• When the students are finished, they should deliver their compliment forms to the proper recipients.
• If time allows, ask the students to read the compliments aloud, or use **Buddy Buzz** to have the students share the compliments with a buddy.
• Collect the compliment forms, and post them in the classroom when you have time. At the end of the school year, pass out the forms for the students to take home to show their families!

**Part II: Celebrate**

• Award the team celebration stickers. Celebrate with team cheers!
• Present the Cool Kid certificate.
• Secretly appoint the Secret Spies for the next week.
• Celebrate the return of the Home Connections tickets.
30 minutes  Unit 7 | Lesson 2

Looking Back and Looking Ahead

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 Brain Game that your class especially enjoys 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 self-assess their progress with a variety of GAT skills, anticipate how to use these skills over the summer, and begin to participate in a culminating and celebratory GAT project.

ADVANCE PREPARATION

- Be ready to share some specific examples of class improvement of a variety of GAT skills over the school year.
- Copy the GAT Self-Assessment form—one per student.
- Make sure that the students have their GAT Strategy Cards and journals available.
- Prepare the GAT Strategy Card for the whiteboard or overhead. If possible, have two cards so you can show both sides of the card at once.
- Prepare the Journal Entry Prompts for the whiteboard or overhead.
- Have materials ready for whichever culminating project you choose.
- Copy and cut out the Home Connections tickets—one per student.
Agenda

Active Instruction
- Have the students complete their GAT self-assessments.

Teamwork
- Help the students anticipate times this summer that GAT skills will be useful.
- Begin one or more of the suggested culminating projects as time allows.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1. Introduce the final GAT lesson, and announce the Big Q.
   - Explain that today is the last GAT lesson, though depending on the time left in the school year, the students may work on one or more GAT projects.
   - Praise your class for specific examples of progress in GAT skills that you have seen throughout the year. Suggest some class cheers.
   - Announce the Big Q.
     
     Big Q: What is a Big Q that your team can ask the rest of the class that touches on one of the themes of Getting Along Together?

2. Have the students complete the individual GAT Self-Assessment.
   - Give the students about 5–7 minutes to complete the GAT Self-Assessment thoughtfully. They may refer to their GAT Strategy Cards as they work.
   - When the students are finished, ask them to share their answers to the final question with their teammates. Encourage them to share with pride.
   - Collect the self-assessments, and read them later when you have time. See if the students' sense of their own progress matches yours. Share any information that might be helpful to next year's teachers or to your students' parents or guardians.
   - When you have finished reading the assessments, return them to the students, and ask them to glue or staple them into their journals, which will go home with them at the end of the year.
Teamwork

1. Help the students anticipate times to use GAT skills over the summer.
   - Make sure that the students have their GAT Strategy Cards, and project it on the overhead or whiteboard. If possible, show both sides at once.
   - Have teams do a team huddle to consider times when they might need to use skills or strategies on the GAT Strategy Card over the summer.
   - Use Random Reporter to have teams share responses.
     
     *I might need to cool down if I am nervous about going to a summer program.*
     *I might need to solve a conflict with a family member. I might need to use positive self-talk if I am trying something hard or new.*
     
   - Highlight the following:
     
     If you stop and think and plan ahead about when you might need a Getting Along Together skill, such as cooling down, focusing, or stopping and thinking, you will be better prepared to use that skill when the time comes.

2. Ask the students to identify GAT strengths and opportunities for improvement.
   - On their self-assessments, the students identified the one GAT area in which they most improved this year. Ask them to circle and star that area on their GAT Strategy Card in red. When everyone has circled his or her card, have a class cheer!
   - Still referring to the GAT Strategy Card, have the students pick one area to work on over the summer. They should pick one of the eight broad categories, such as focus or self-talk, and one specific strategy within that category, in which they would like to improve. Ask them to circle and star their selections on their cards in blue.
   - Project the Journal Entry Prompts page, and have the students complete an entry.

3. If time allows and with class input, select a culminating team project(s) to work on in the remaining days/weeks.

   **Note:** If the school year concludes this week and there is no time for a project, be sure to have a GAT celebration in your final Class Council; see the Class Council guide for suggestions.

   **Suggested Projects:**
   - Have the students write new Brain Games to play now or over the summer. They can also write Brain Games to be used in the lower grades, and then teach them to the younger students.
   - If you have access to video equipment, have the students write and film their own “Think It Through, It Could Be You” video or a news broadcast about an important GAT skill.
   - Plan a cross-grade project. For example, have your class work with the students in a lower grade to teach or review some Getting Along Together concepts. Teams can pick a concept and devise a lesson plan for a first- or second-grade class.
Looking Back and Looking Ahead

- Ask the students to prepare a presentation for the school or for parents about Getting Along Together and why it matters.
- Plan a schoolwide activity or event to celebrate meeting a year’s worth of Cooperative Challenges and creating a cooperative community in the school.
- Create a banner, poster, quilt, mural, or another art project to highlight important Getting Along Together skills that the students learned this year.
- Do a community service project to demonstrate the importance of showing empathy toward others.
- If you read *Friendship According to Humphrey*, create a project based on the book. Teams could design posters illustrating the times that GAT issues and concepts arose in the book. The students could act out chapters of the book that illustrate GAT strategies. The students could rewrite a chapter from Og’s point of view.

Reflection

**The Big Q:**

What is a Big Q that your team can ask the rest of the class that touches on one of the themes of Getting Along Together?

*Answers will vary.*

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

- Consider charting each student’s area of greatest improvement. Look for any trends in the class as a whole. If there are trends, how did they affect the classroom community? For example, if many students say they improved the most in solving conflicts, what did that improvement mean for the community as a whole?
- Look for every opportunity today and in the days ahead to highlight and celebrate GAT accomplishments. The year of Getting Along Together should end on a note of praise and pride for all that the students have achieved!
- If you have a few students who have a particular Getting Along Together skill or strategy that could use continued work over the summer, consider making them individual reminder cards or booklets to help them practice.
GAT Self-Assessment

1. Cooling Down
   When I need to cool down, my two best strategies are _____________________
   __________________ and ________________________________.

2. Solving Conflicts
   A recent time that I used an “I” Message to help solve a conflict was ____________
   _________________________________.
   An example of a conflict solver I used recently is ________________________________.

3. Self-Talk
   A time that I noticed my negative self-talk and changed it to positive, believable self-talk
   was _________________________________.

4. Train Your Brain Skills
   The Brain Game skill I have improved in the most is _________________________________.
   One strategy I used to improve in that skill is _________________________________.

5. Empathy
   A recent time that I showed empathy toward a classmate is _________________________________.

6. Hurdles to Teamwork
   The hurdles lesson that was most helpful to me was the one about ______________
   ______________ because _________________________________.
   One strategy I use to be a buddy, not a bystander is _________________________________.

7. Looking at the Big Picture
   The one area of GAT in which I improved the most this year is _________________________________.

Hooray for me!
Journal Entry Prompts

1. The area of GAT in which I most improved this school year is ______________________!

2. A time I might use this skill over the summer is ________________________________.

3. One area of GAT that I plan to work on over the summer is ________________________.

4. A time I might use this skill over the summer is ________________________________.
Weekly Class Council Meeting Guide

ADVANCE PREPARATION

☐ Remind the Cool Kid that he or she will be the Class Council student leader.
☐ 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.
☐ Check the suggestion box, and consider how to introduce all relevant suggestions in Class Council.
☐ Prepare the Cool Kid certificate.

Part I: Review the week. Set a goal.

Reminder: Class Council is led by the week’s Cool Kid.

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

• Goal setting:
  – Review last week’s goal, and assess progress.
  – Identify a new goal. Note: If this Class Council is the final one of the year, come prepared to share specific examples of goals that your class set and achieved (or at least progressed toward) this year. Ask the students for their own examples of goals that were set and met. Celebrate success!
  – Brainstorm strategies using the graphic organizer.
  – Post the goal and strategies for meeting the goal.
  – Role-play a scenario of your choosing if that will help the class achieve this week’s goal. Note: If this is the last Class Council of the year, consider the following debriefing questions instead of the role-play:

**How have weekly Class Councils helped our class this year?**

**Think back to our Class Councils in the beginning of the school year. How have they changed over the year?**

**What is your favorite part of Class Council and why?**
10 minutes

**Part II: Celebrate**

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Secretly appoint the Secret Spies for the next week.
- Celebrate the return of the Home Connections tickets.
- **Note:** If this is the final Class Council of the year, provide time and materials for whatever kind of class celebration you feel is appropriate—a pizza party, music and dancing, or Brain Games. Choose activities that best celebrate the progress that your class has made, 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.

To succeed in school and life, students need to master reading, math, and other academic skills. Developing those skills requires that students learn how to learn, both independently and with others. Getting Along Together 2nd edition is a schoolwide program and curriculum that helps students build these skills and apply them both in and out of the classroom. It teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and cope with their feelings—all in ways that support learning and life success.