

# **Sanford Harmony**

## **3<sup>rd</sup> Grade Lessons**







# Diversity and Inclusion

Unit 1





## Getting Started

**This unit contains all the resources needed for teaching *Grade 3*, Unit 1: Diversity and Inclusion. Resources include Activities, Games, and Supplemental Materials.**

**Unit 1: Diversity and Inclusion is composed of four activities:**

### Activity 1.1

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

### Activity 1.2

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

### Activity 1.3

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

### Activity 1.4

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



## ACTIVITY SNAPSHOTS

### Activity 1.1

Who We Are - Students get to know one another by sharing items of importance with their classmates.

### Activity 1.2

Things We Have in Common - Students play the “Commonalities” game to identify similarities they have with a peer in the classroom.

### Activity 1.3

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

### Activity 1.4

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

## DESCRIPTION

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

## RESEARCH AND RELEVANCE

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





## TIME

**Day 1 - 45 Minutes**

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

**Day 2 (optional) - 20 Minutes**

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

## MATERIALS

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

Home–School Connection Introduction Letter

A digital camera (optional)

Poster board (optional)

Glue (optional)

Who We Are Worksheet

## PREPARATIONS

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

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

Bring a digital camera to school (optional)

Photocopy/print the Who We Are Worksheet (one per student)

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

5 minutes

### Introduce the Sanford Harmony Program:

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

### Introduce the Who We Are activity:

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

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

## FACILITATE THE ACTIVITY

35 minutes

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

### Questions to ask students may include:

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

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

## WRAP IT UP

5 minutes

### Discuss the experience with your students. Ask:

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

### EVERYDAY MOMENTS

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

# Who We Are

## Day 1

1.1

Grade 3

### ALTERNATIVES

1. Divide the class into groups and instruct students to share their items with group members. Students may switch groups later in the day or on a different day.
2. Assign students to work with their buddy. Instruct pairs to share their items with each other. Then, direct the class to sit in a circle. Have each student share his/her partner's items and corresponding information with the class.
3. If it is not feasible for students to bring items to school, instruct them to: (a) draw their items, (b) cut out pictures from a magazine, or (c) complete the Who We Are Worksheet and share their responses with the class.

### NOTES

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Dear Parent/Guardian(s)

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

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

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

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

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

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

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

Sincerely,





# Who We Are Worksheet

1.1

Grade 3

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

My FIRST item is... \_\_\_\_\_

It is important to me because... \_\_\_\_\_

\_\_\_\_\_

My item shows that I... \_\_\_\_\_

\_\_\_\_\_

My SECOND item is... \_\_\_\_\_

It is important to me because... \_\_\_\_\_

\_\_\_\_\_

My item shows that I... \_\_\_\_\_

\_\_\_\_\_

My THIRD item is... \_\_\_\_\_

It is important to me because... \_\_\_\_\_

\_\_\_\_\_

My item shows that I... \_\_\_\_\_

\_\_\_\_\_





## TIME

30 minutes

## MATERIALS

Commonalities Cards

## PREPARATION

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

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

5 minutes

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

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

Ask your students to think about what they have in common:

- ▶ While you were learning about each other, did any of you notice that you had something in common with someone else? What were some of the things that you had in common?

I bet we can think of other things that people had in common with one another. Let's see... How many of you went to \_\_\_\_\_ (school) last year? How many of you were in \_\_\_\_\_ grade last year? How many of you had \_\_\_\_\_ (teacher) last year? How about \_\_\_\_\_ (teacher)? How many of you like chocolate ice cream? How about mint chocolate chip ice cream? It looks like we have a lot in common!

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

Explain the purpose of the activity:

- ▶ Sometimes we don't realize that we have things in common because we don't think about it or take the time to talk to one another and find out what is similar and different about each other.
- ▶ For this activity, we're going to find out more of what we have in common by working with a partner!

## FACILITATE THE ACTIVITY

15 minutes

Have students get with their buddy and distribute a set of Commonalities Cards to each other. Review the instructions (see instruction card). Ask them to complete the game together. As students are working together, encourage them to ask questions to find out more about the answers their partners gave (e.g., "How did you break your arm?").

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

## WRAP IT UP

10 minutes

Discuss the experience with your students. During the discussion, help students think about the assumptions they made based on group memberships (e.g., gender, age, race) and how this may prevent them from identifying their shared interests and learning from each other's differences. Ask:

- ▶ What did you learn about your partner?
- ▶ How much did you have in common with your partner?
- ▶ Was anyone surprised that you had certain things in common with your partner?
- ▶ Was it easy or difficult to remember your non-matches?
- ▶ Why do we sometimes assume that we don't have things in common with each other?





How To Print  
Game Cards

For best results, use the following settings when printing:

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

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

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

Commonalities  
Card 1

Commonalities  
Card 2

Commonalities  
Card 3

Commonalities  
Card 4

## Commonalities

### Instructions

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

## Commonalities

In what month were you born?

## Commonalities

In what country were you born?

## Commonalities

What languages do you speak?

## Commonalities

What is your favorite flavor of ice cream?

Commonalities  
Card 5

Commonalities  
Card 6

Commonalities  
Card 7

Commonalities  
Card 8

Commonalities  
Card 9

Commonalities  
Card 10

Commonalities  
Card 11

Commonalities  
Card 12

Commonalities

Do you have a pet?

Commonalities

Have you ever broken a bone?

Commonalities

What is your favorite hobby?

Commonalities

What is your favorite movie?

Commonalities

Do you have any siblings?

Commonalities

What is your favorite food?

Commonalities

Do you play any sports?

Commonalities

Have you ever been nervous before?



Commonalities  
Card 13

Commonalities  
Card 14

Commonalities  
Card 15

Commonalities  
Card 16

Commonalities  
Card 17

Commonalities  
Card 18

Commonalities  
Card 19

Commonalities  
Card 20

**Commonalities**

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

**Commonalities**

What is your favorite restaurant?

**Commonalities**

Have you ever gotten in trouble with your parents?

**Commonalities**

Have you ever been to a concert?

**Commonalities**

Who was your second grade teacher?

**Commonalities**

Do you have a fear of anything?

**Commonalities**

What is your favorite school subject?

**Commonalities**

What is your favorite band?

## TIME

Homework Prep - 5 minutes

Day 1- 45 Minutes

Day 2 - 30 Minutes

## MATERIALS

Unit 1 Home–School Connection Letter

Brainstorming Homework Prep

Guidelines and Instructions Worksheet

## PREPARATIONS

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

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

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

## GOALS

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

## KEY CONCEPTS

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

## HOMEWORK PREP

5 minutes

Explain the purpose of the activity:

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

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

- ▶ To help prepare for tomorrow's activity, I'd like you to complete a homework assignment. Tonight, I want you to think about different things you can teach someone in the class. Come up with three to four possibilities and write down your ideas on your worksheet. If you have trouble thinking of ideas, ask for help from a parent, sibling, or someone else at home.

- ▶ I am also sending home a parent letter to tell your parents about this activity. Please ask a parent to read over the letter and sign it, and bring the signed section back to school with you tomorrow, along with your completed brainstorming worksheet.

## SET THE STAGE

5 minutes

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

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

Explain the value of differences:

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

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

## FACILITATE THE ACTIVITY

30 minutes

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

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

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

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

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

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

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

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

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

### WRAP IT UP

10 minutes

Discuss the experience with your students. Ask:

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

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

### EVERYDAY MOMENTS

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

### NOTES

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### SET THE STAGE

2 minutes

Explain the purpose of the activity:

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

### FACILITATE THE ACTIVITY

20 minutes

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

### WRAP IT UP

8 minutes

Discuss the experience with your students. Ask:

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

### NOTES

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Dear Parent/Guardian(s):

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

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

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

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

Sincerely,

### HOME-SCHOOL CONNECTION TIPS

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

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

*Learn Something New* Student Responsibilities:

1. Complete Brainstorming Homework sheet 1.31. This is due on: \_\_\_\_\_
2. Bring items to school that I will be using to teach my partner something new on:  
\_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_



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

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

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

### Examples of Skills

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

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

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

My partner, \_\_\_\_\_, is going to teach me how to \_\_\_\_\_.

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

The materials you need:

Step 1: \_\_\_\_\_

Step 2: \_\_\_\_\_

Step 3: \_\_\_\_\_

Step 4: \_\_\_\_\_

Step 5: \_\_\_\_\_

Step 6: \_\_\_\_\_

Step 7: \_\_\_\_\_

Step 8: \_\_\_\_\_

Step 9: \_\_\_\_\_

Step 10: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## TIME

55 minutes

## MATERIALS

Names and Mottos Handout

## PREPARATIONS

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

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

10 minutes

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

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

**Discuss groups with your students:**

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

*Examples: Family; athletic team; neighborhood.*

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

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

**Write students' answers on the board.**

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

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

**Discuss commonalities associated with your classroom group:**

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

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

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

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

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

## FACILITATE THE ACTIVITY

40 minutes

**Explain the purpose of the activity:**

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

*Examples: The Arizona Diamond Backs; the New York Yankees; NBC News; Nike; our own school name and motto.*



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

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

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

### EVERYDAY MOMENTS

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

## WRAP IT UP

5 minutes

**Discuss the experience with your students. Ask:**

- ▶ Why do you think it was important for us to create our own name and motto? What does this say about us and our classroom?
- ▶ Why do you think it was important for everyone to be involved in making these decisions?
- ▶ How do you think this may affect how we interact and treat each other this year? Do you think this will help you remember to look out for and help each other? Do you think it would be ok to exclude "Insert Class Name" from a game or activity? Why not?

## NOTES

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## Names

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

## Mottos

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



# Empathy and Critical Thinking



Unit 2



## Getting Started

**This unit contains all the resources needed for teaching Grade 3, Unit 2: Critical Thinking. Resources include Activities, Games, and Supplemental Materials.**

Unit 2: Critical Thinking is composed of four activities:

### Activity 2.1

Thought Connections – Students participate in a game to illustrate the connection among their thoughts, feelings, and actions.

### Activity 2.2

Feelings Detectives – Students participate in empathy-related exercises to illustrate that people can have different feelings when faced with the same situations and practice recognizing feelings in other people.

### Activity 2.3

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

### Activity 2.4

Pop That Stereotype – Students participate in exercises to illustrate the problems associated with stereotyped thinking and to practice thinking in nonstereotyped ways.



## ACTIVITY SNAPSHOTS

### Activity 2.1

Thought Connections – Students participate in a game to illustrate the connection among their thoughts, feelings, and actions.

### Activity 2.2

Feelings Detectives – Students participate in empathy-related exercises to illustrate that people can have different feelings when faced with the same situations and practice recognizing feelings in other people.

### Activity 2.3

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

### Activity 2.4

Pop That Stereotype – Students participate in exercises to illustrate the problems associated with stereotyped thinking and to practice thinking in nonstereotyped ways.

## DESCRIPTION

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

## RESEARCH CONNECTIONS

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





## TIME

40 Minutes

## MATERIALS

Unit 2 Home–School Connection Letter

Thought Connections Board

Thought Connection Sets – A, B, and C

Blank Thought Connection Board (optional)

Thought Connections Game – PowerPoint version (alternative)

## PREPARATIONS

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

Prepare the Thought Connections Game materials (Connection Boards and Connection Sets) or review and set up the Thought Connections Game – PowerPoint version

Hang a Blank Thought Connection Board on your wall (optional)

## GOALS

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

## KEY CONCEPTS

- ▶ It is important to pay attention to how we think
- ▶ We are not always aware of our thoughts
- ▶ We can change our thoughts so that we think in more positive ways
- ▶ Our thoughts influence our feelings and actions

## SET THE STAGE

15 minutes

Remind students about their experiences engaging in the Diversity and Inclusion unit:

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

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

Introduce the activities in the Critical Thinking unit:

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

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about recognizing feelings and emotions in themselves and others. Let them know that they are going to review these ideas and play a game in which they will practice learning how their thoughts influence their feelings and actions.

- ▶ As we go through our day, we are constantly thinking things — like thought bubbles above our heads — except no one else knows our thoughts unless we tell them. Only we know what we are thinking. For example, the thought bubbles I had when I walked in our classroom today were, "I really need to clean up my desk!" and "I hope my class likes our science lesson today!"

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

*Examples: You might have walked past someone in our class and thought to yourself, "Those glasses are cool;" you remembered you forgot to put your breakfast dishes in the sink this morning; you may have been thinking "I hope I get a chance to play with "X" today at recess!"*

- ▶ As we can see, we are often aware of what we are thinking inside our heads. But we don't always pay attention to our thoughts — sometimes we are thinking things and we don't even realize it! That's because we are busy doing so many things throughout the day that our thoughts can be automatic and we might not always be able to control them. Let's take a test to see how well we are able to control our thoughts. I want everyone to shut your eyes or put your head down on your desk and try to only think about the number 3. Picture the number 3 in your head and try not to think of anything else! I will give you 1 minute to do this. When the 1 minute is up, we will talk about how difficult or easy it was for you.

Give students 1 minute to think only of the number 3. You can try it too!

- ▶ How was it? Was anyone able to only think of the number 3 and nothing else? What kept happening? What thoughts were you thinking?
- ▶ As we can see, our thoughts often have a mind of their own! It is really difficult to stop and control them sometimes. But if we pay more attention to them, we can have more control. This is important because how we think often influences how we feel and how we behave. Let's see how this could happen.

Draw a Thought Connection Board on your white board to review an example together as a class. You can use the example illustrated below or use a different example that you feel is more relevant to your students.

- ▶ We are going to play the Thought Connections Game so we can see how our thoughts are connected to how we feel and what we do. Let's use an example and learn to play the game together. The first thing you will do is place the situation card on top of the board where it says "situation." In my example, the situation will be "Marianne wasn't invited to her friend Jack's birthday party." Then, you will choose one of the thoughts and place it in the thought spot. Let's say Marianne thought, "Jack is so rude. He should have invited me to his party!" If Marianne thought this, what would she feel?

*Examples: Angry; annoyed.*

- ▶ If Marianne had these thoughts and feelings, what would she do about it (e.g., her actions)?

*Examples: Talk about Jack behind his back; ignore Jack; yell at Jack.*

- ▶ That's right. Marianne would probably behave in a negative way toward Jack. Her thoughts in led her to have certain feelings and act in a certain way. However, what would happen if Marianne thought, "I wonder why Jack didn't invite me? Maybe he is mad at me about something." If Marianne thought this to herself, what would she feel?

*Examples: concerned; disappointed*

- ▶ What do you think she would do?

*Examples: Ask Jack why she wasn't invited; check with Jack to see if he was upset about something.*

- ▶ In this scenario, we saw how Marianne's thoughts influenced how she felt and acted. She was not able to change the situation, but she did have control over what she thought and did.

## FACILITATE THE ACTIVITY

20 minutes

Place students in diverse groups of about four each. Distribute a Thought Connections Board and a Thought Connection Set (Situations–Thoughts–Feelings–Actions) to each group. Randomly assign each group Thought Connection Set A, B, or C. Some groups will probably have the same Thought Connection Set.

- ▶ Each group has a Thought Connection Board and a Thought Connection Set. The Thought Connection Set has one situation card, but different thought, feeling, and action cards. Place the situation card on top of the board in the situation spot. The person who goes first will choose one of the thought cards. The next person will choose a feeling card, and the next person will choose an action card. Discuss how your thoughts influenced the feelings and actions that you chose. Then, play the game again, choosing a different thought. I will give you 5 minutes to do this, and then we will discuss your responses as a group.

You could provide students with a system for deciding who goes first (e.g., the person whose last name is closest to the end of the alphabet and so on).

## WRAP IT UP

5 minutes

At the end of the activity, discuss the experience. As students are sharing their responses, prompt them to consider how different thoughts led to various feelings and actions. Questions to ask could include:

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

## EVERYDAY MOMENTS

- ▶ Hang a blank Thought Connection Board on your wall. Use the blank cards and the board whenever you want to illustrate how students' thoughts influence their feelings and actions or when you want to help students think more positively about situations. This can be used to illustrate thought connections in both negative and positive situations.
- ▶ Help individual students become aware of their thoughts by asking them to stop and reflect on what they are thinking in various situations. This will be especially helpful when you notice them engage in behaviors you want to reinforce or help them change.

## NOTES

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Dear Parent/Guardian(s):

We have completed the *Diversity and Inclusion* unit in the Sanford Harmony Program and are ready to start Unit 2: *Critical Thinking*. The activities in this unit encourage students to think critically, recognize other people’s feelings, and develop empathy. Students also engage in exercises to help them recognize change in themselves and others and to promote flexible and nonstereotyped thinking.

In our first activity (*Thought Connections*), students engage in an activity to help them discover how much their thoughts influence their feelings and behaviors. If we pay attention to our thoughts, we can change our thinking in ways that will help us when faced with challenges and interact with others in a more prosocial manner. In the second activity (*Feelings Detectives*), students practice empathy skills by recognizing that people can feel different things when faced with the same situation and learning to identify how people are feeling by looking for clues on their face and body and through their actions. In the third activity (*To Think Like a Caterpillar*), students participate in exercises to help them recognize that people – including themselves – can grow and make positive changes. Recognizing change (i.e., a Caterpillar Mindset) encourages children to persist when faced with academic and social challenges. In our fourth activity (*Pop That Stereotype*), students learn about the problems associated with stereotyped thinking, and they practice thinking in nonstereotyped ways. Over the next couple months, I hope that you and your child can find time to discuss the activities in the *Critical Thinking* unit. Please see the Home–School Connection Tips below!

### HOME–SCHOOL CONNECTION TIPS

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

\*\*\*\*\*

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

Sincerely,

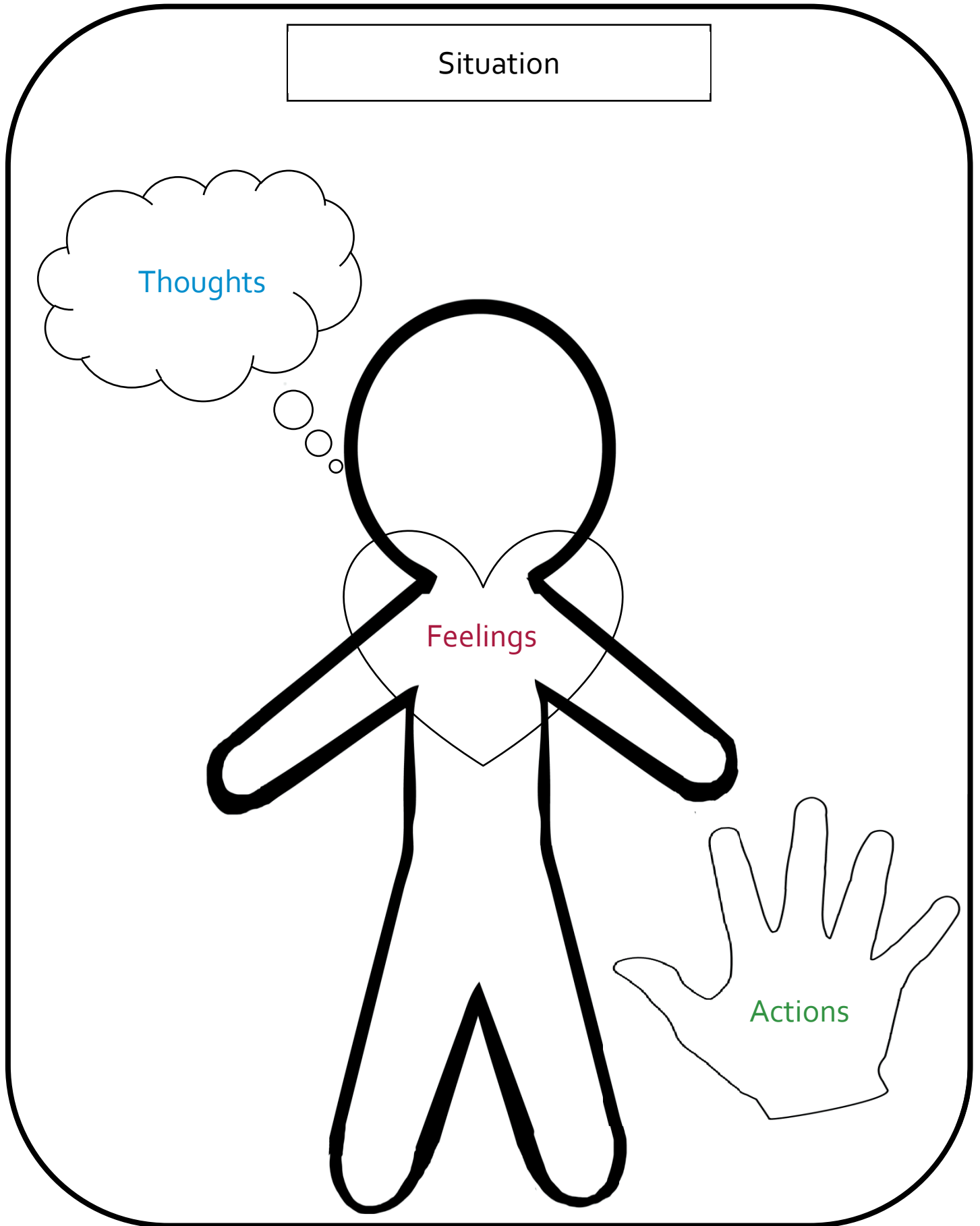


Situation

Thoughts

Feelings

Actions



# Thought Connections Game – Set A

Unit 2 – Activity 1

Grade 3

## Game Materials Included:

- ▶ Thought Connection Board
- ▶ Thought Connection Set A

## How to Print Game Pieces:

For best results, use the following settings when printing:

- ▶ Print on *one side*
- ▶ Cut along the dotted lines

Situation

Thoughts

Feelings

Actions



**Situation:** Bridget cut in front of you in the lunch line.

A

Bridget must be really hungry! She probably didn't eat breakfast.

A

Who does she think she is? She knows that I was standing here!

A

That's strange — maybe Bridget didn't realize that I was standing in line.

A

Amused

A

Angry

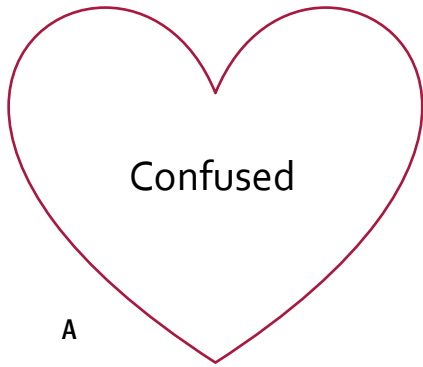
A

Annoyed

A

Surprised

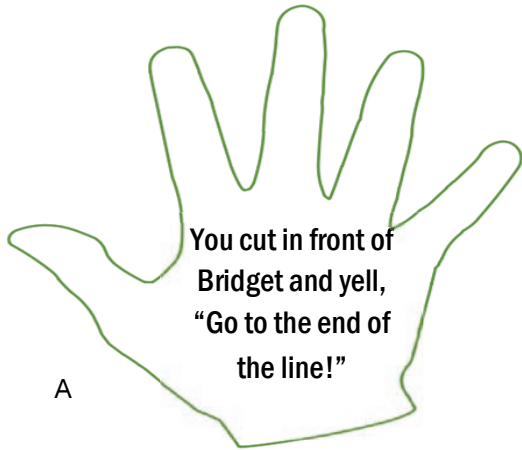
A



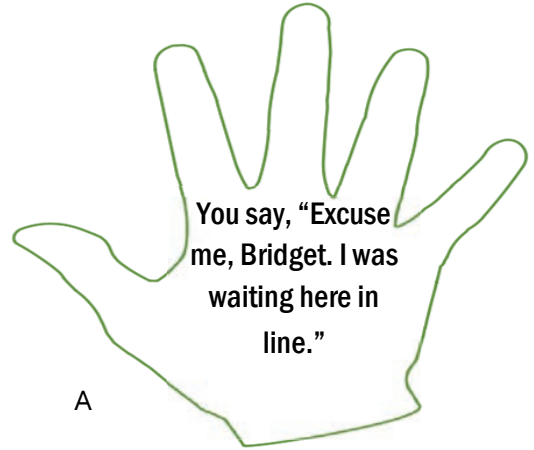
A



A



A



A

# Thought Connections Game – Set B

## Unit 2 – Activity 1

### Grade 3

#### Game Materials Included:

- ▶ Thought Connection Board
- ▶ Thought Connection Set B

#### How to Print Game Pieces:

For best results, use the following settings when printing:

- ▶ Print on *one side*
- ▶ Cut along the dotted lines

Situation

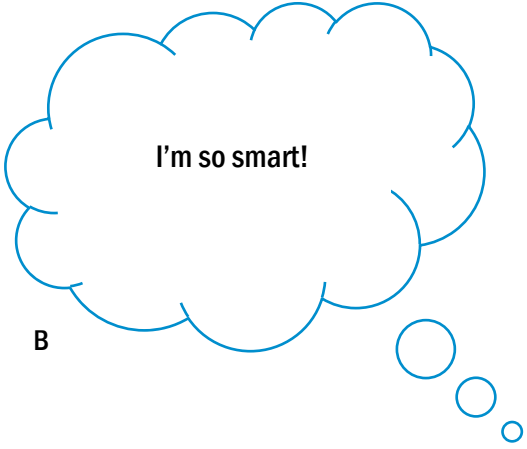
Thoughts

Feelings

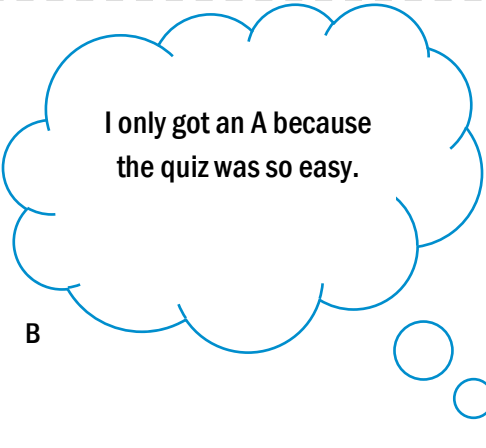
Actions

**Situation: You earned an A on your  
Science quiz.**

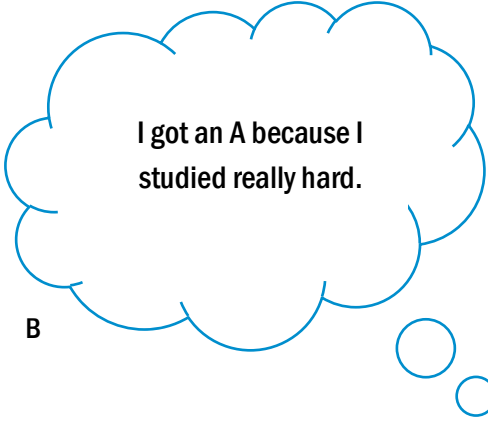
**B**



**B**



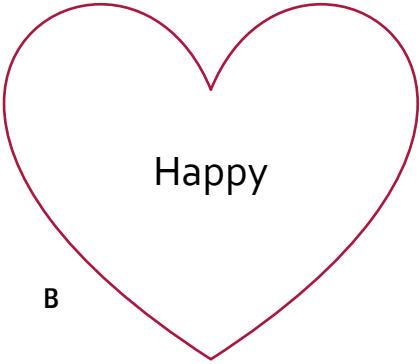
**B**



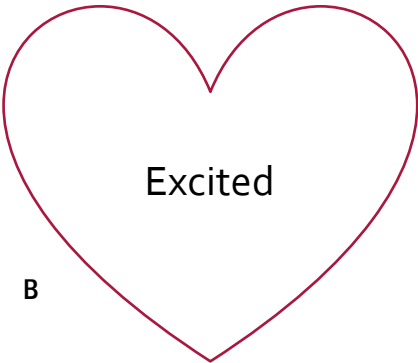
**B**



**B**



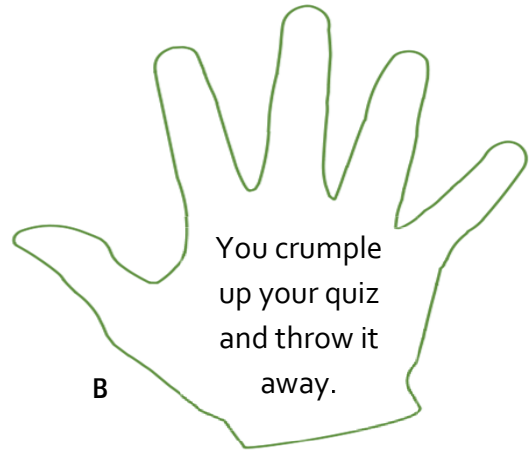
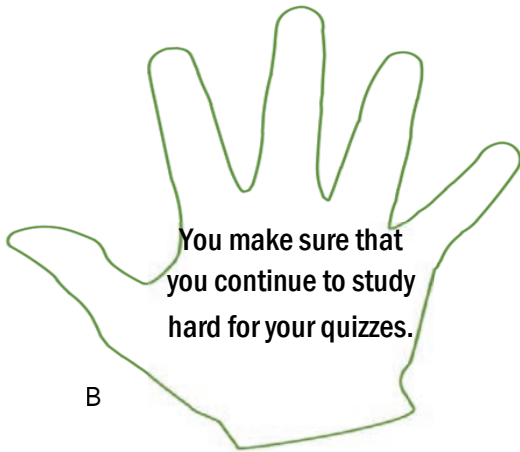
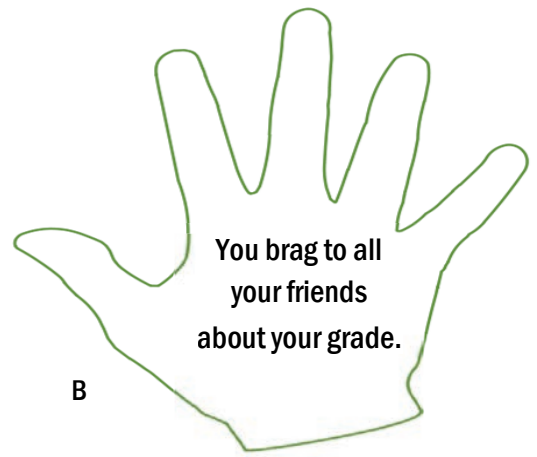
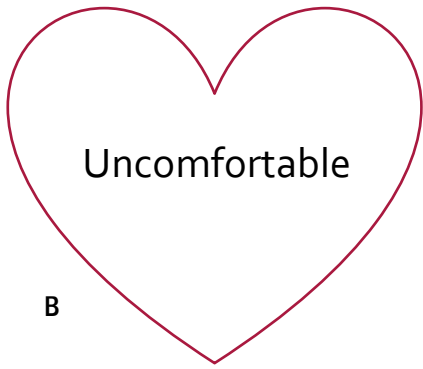
**B**



**B**



**B**



# Thought Connections Game – Set C

## Unit 2 – Activity 1

### Grade 3

#### Game Materials Included:

- ▶ Thought Connection Board
- ▶ Thought Connection Set C

#### How to Print Game Pieces:

For best results, use the following settings when printing:

- ▶ Print on *one side*
- ▶ Cut along the dotted lines

Situation

Thoughts

Feelings

Actions



**Situation:** Jason, the new kid in school, asks if he can sit with you at lunch.

It will be fun to get to know someone new.

c

I bet Jason would like to make friends at school.

c

It will be boring to sit with someone that I don't even know.

c

Happy

c

Excited

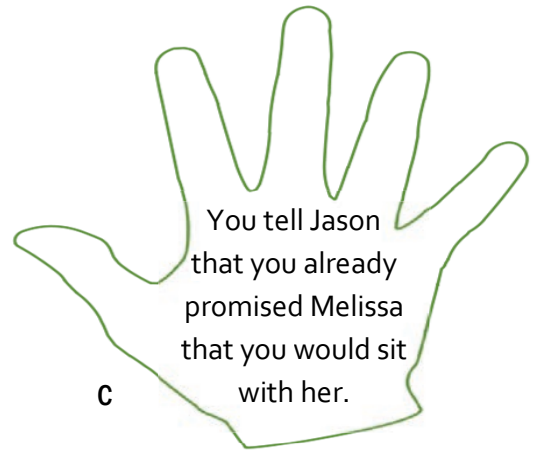
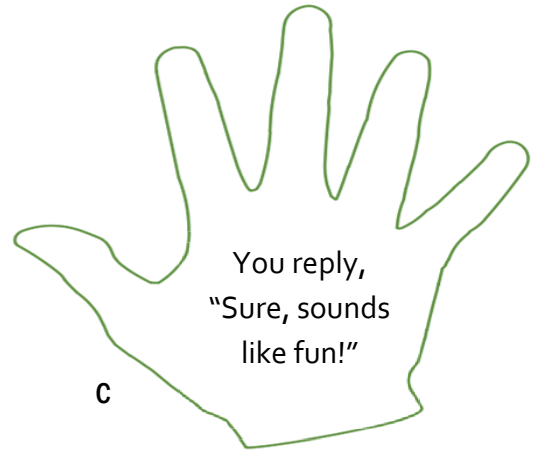
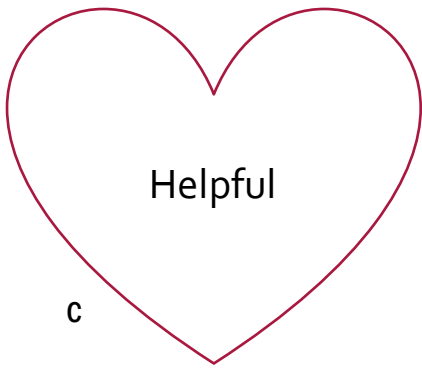
c

Annoyed

c

Concerned

c



## TIME

35-40 Minutes

## MATERIALS

Feeling Posters

Feelings Chart Reference Guide (optional)

Feeling Detectives Worksheet

## PREPARATIONS

Hang the six Feeling Posters in your classroom

Refer to the Feelings Chart Reference Guide (optional)

Photocopy/print the Feeling Detectives Worksheet (one per group)

## GOALS

- ▶ To teach students the definition and components of empathy
- ▶ To help students recognize that their feelings and perspectives may differ from others' feelings and perspectives
- ▶ To provide students with the opportunity to practice decoding how other people are feeling

## KEY CONCEPTS

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

### SET THE STAGE

5 minutes

Remind students about their experience completing the Thought Connections activity.

- ▶ The last activity focused on our thought bubbles. Who remembers what we discussed? What did you learn about your thoughts and how they influence your feelings and behaviors?
- ▶ Today, we are not only going to pay attention to how we think and feel but also spend time trying to pay attention to how other people think and feel. Why do you think it is important to understand other people's feelings?

*Examples: We know what they are going through; we know how to support them; people can feel understood; we don't say something to hurt their feelings; we want people to understand us too; we know how to make friends with each other; we feel different things.*

- ▶ What is called when someone understands another person's feelings and thoughts? It's *empathy*.

Provide students with an example of a situation in which you felt empathy for someone and share how you responded to that person (see example below).

- ▶ I remember a time when I was at the veterinarian with my dog. There was a person who was waiting for her cat to be finished with an operation. She looked really worried! I could tell because her eyes were raised and her mouth was turned down like this (make a worried face) and she was bouncing her leg up and down.

I could understand how she felt because I would be really worried if my dog needed an operation! Think of a time when you felt empathy for someone. What are some examples?

- ▶ There are many circumstances when we feel empathy for other people. As you can see, having empathy for someone requires you to first be able to identify how the person is feeling. Sometimes it's because we would feel the same if we were in their situation — feeling worried if our pet needed an operation. But, this doesn't always happen. We are all different and sometimes we have different feelings for the same situation. We learned this last week when we were talking about our thoughts, feelings, and actions, even when we are in the same situation.

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about playing Emotions Bingo and predicting their own and others' feelings. Let the students know that they will be participating in a new exercise to show how they can detect others' feelings.

### FACILITATE THE ACTIVITY

25-30 minutes

- ▶ Let's do an exercise to see how many of us would have the same or different feelings when in the same situation.

Hang the six Feeling Posters (happy, sad, worried, angry, excited, proud) in different sections of your classroom. Ask students to move to the section of the room that illustrates how they would feel in the following situations (add additional situations that you feel would be relevant to your students).

Let the students know that sometimes they may not know how they would feel, may have a feeling not listed in the room, or have more than one feeling. In those situations, tell them they can move to the middle of the room. Then, check in with them to see why they made that decision.

- ▶ When I read each situation, your job is to move to the section of the room with the poster that most expresses how you would feel in this situation. Ready?

1. You get to go on the largest rollercoaster in the world!
2. You moved to a new house and have to share a room with your brother/sister.
3. You are assigned to be the lead character in the school play.
4. Your best friend invited you to go see a scary movie.
5. Your class is going on a school trip to a ski resort.
6. You lost your homework on the way to school.
7. You were selected to represent your class at the State Spelling Bee Competition.
8. All of your friends want you to go with them to play laser tag.
9. Your neighbor's dog jumped on you to lick your face while you were on your way to school.
10. You are invited to a sleepover party at your new neighbor's house whom you just met.

After this exercise, discuss the experience with your students. Questions may include:

- ▶ Did everyone feel the same in these different situations?
- ▶ Were you surprised that people had feelings different than your own?
- ▶ Why do you think people have different feelings when faced with the same situation?

Following this activity, discuss the importance of identifying clues in each other:

- ▶ As you see, we might have different feelings when we're in the same situation. Sometimes it's difficult to know how someone is feeling because it could be very different from how we are feeling. That's why it's important to learn how to detect feelings in one another – we need to become Feeling Detectives! What are some of the clues we can look for to figure out how someone is feeling?

*Examples: The tone of their voice (e.g., quivering, yelling); facial expressions (e.g., eyes wide; knitted brow; mouth down); body expressions (e.g., folded arms; hiding the face, covering the mouth); physical actions (e.g., crying; throwing something; walking away).*

- ▶ We can look at their faces, body expressions, and actions, and listen to their tone of voice. Let's practice our detective work!

Place students in diverse groups and hand out the Feeling Detectives Worksheet to each group. Assign each group a different feeling. Feelings might include: happy, angry, surprised, sad, afraid, frustrated, embarrassed, hopeful, confident, jealous.

**OPTIONAL:** To assist students, you may refer to the Feelings Chart Reference Guide to review the facial and physical clues that are associated with some feelings. You could also choose one feeling to complete as a group if you feel that students need additional assistance on completing the exercise.

- ▶ Each group is going to become the expert Feeling Detective for the feeling on your sheet. As a group, I want you to discuss the facial expressions, body language, and physical actions that are typical of someone who is experiencing that feeling. Draw in the face and list the body expressions and actions in the spaces provided. Next, I want each of you to think of a situation in which you might experience this feeling, and write it at the bottom of your sheet. When you are finished, we will share our detective work with each other!

When students are finished completing the exercise, invite groups to share their detective work with the class.

## WRAP IT UP

5 minutes

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

- ▶ We talked about empathy today. Who remembers the definition of empathy?
- ▶ Why do you think we need to be good Feelings Detectives to have empathy for someone?
- ▶ Do you think it is difficult to show empathy for others who are different from you? Why or why not?
- ▶ How can we remember to use these skills in class?

### EVERYDAY MOMENTS

- ▶ Hang students' Feeling Detectives Worksheets on the bulletin board and refer to them to help them use their skills in daily social situations.
- ▶ Encourage students to pay attention to how their actions elicit feelings in others. For example, if a student is engaged in a prosocial action (e.g., sharing an item; helping someone) or a negative behavior (e.g., pushing someone; ignoring someone) you could ask the student to observe how their action made the recipient feel by using their Feeling Detective skills.
- ▶ In various situations, refer back to the exercises in this activity to remind students that their feelings and perspectives could be different from their peers.

### NOTES

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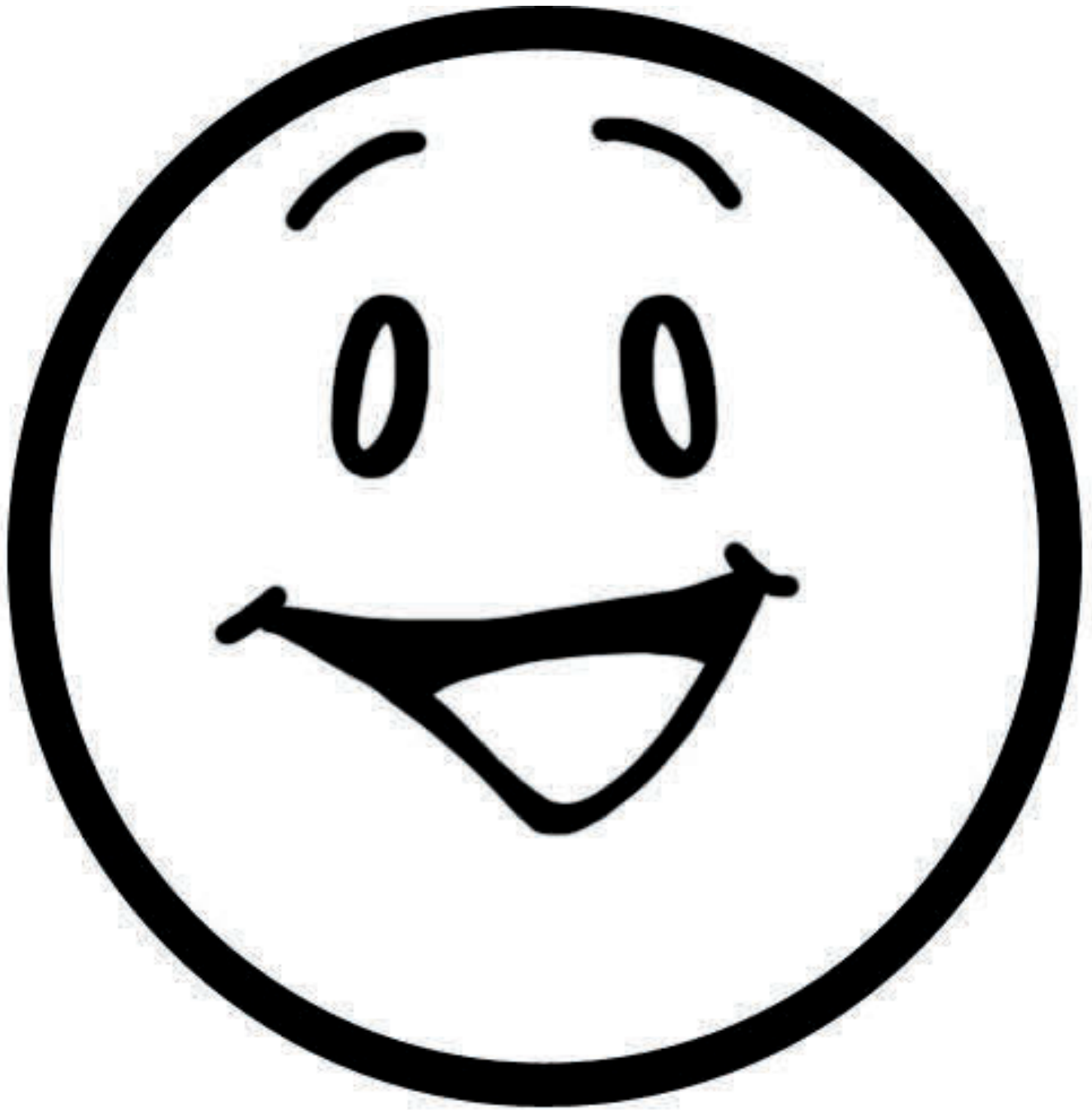
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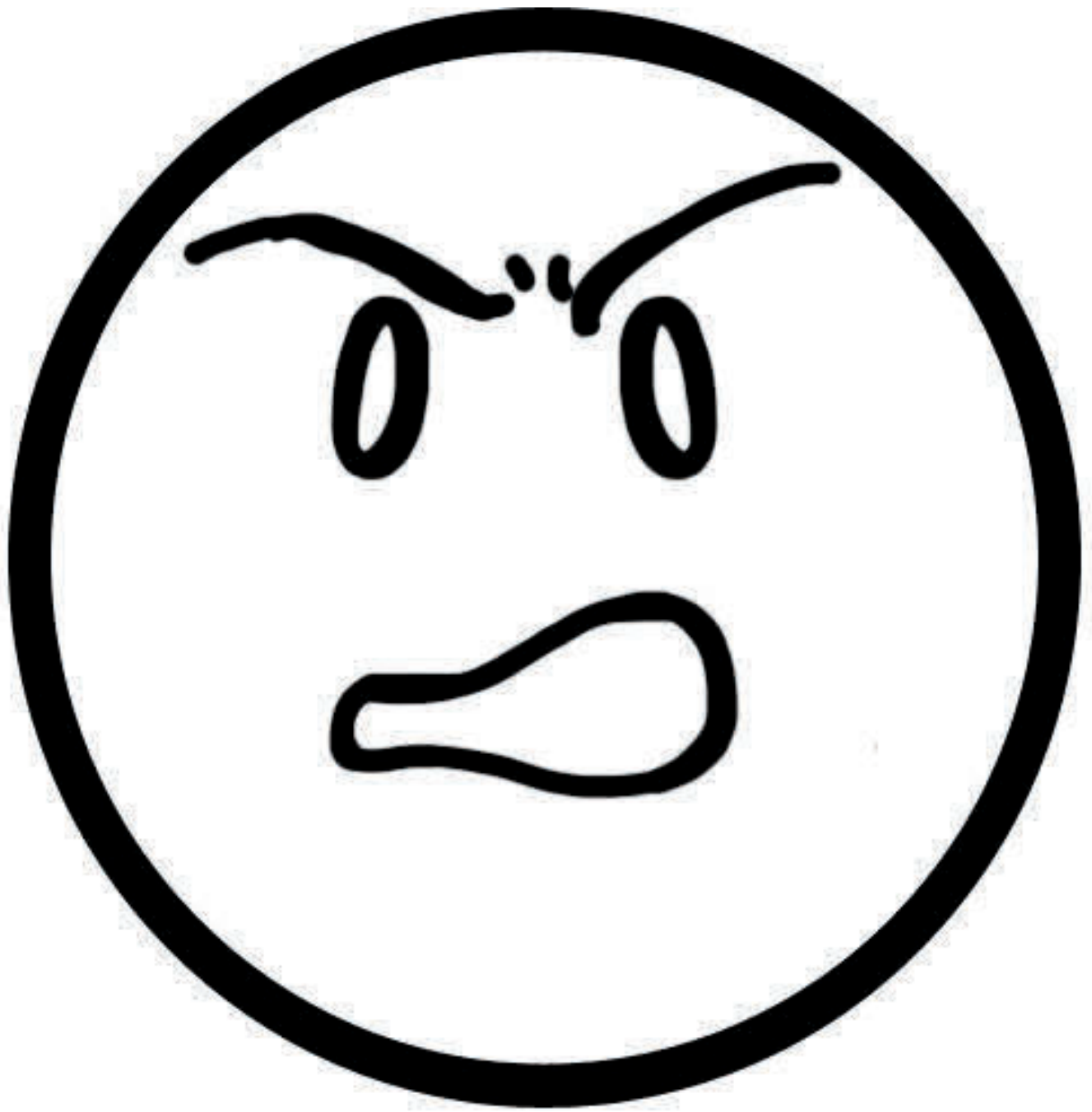


Excited

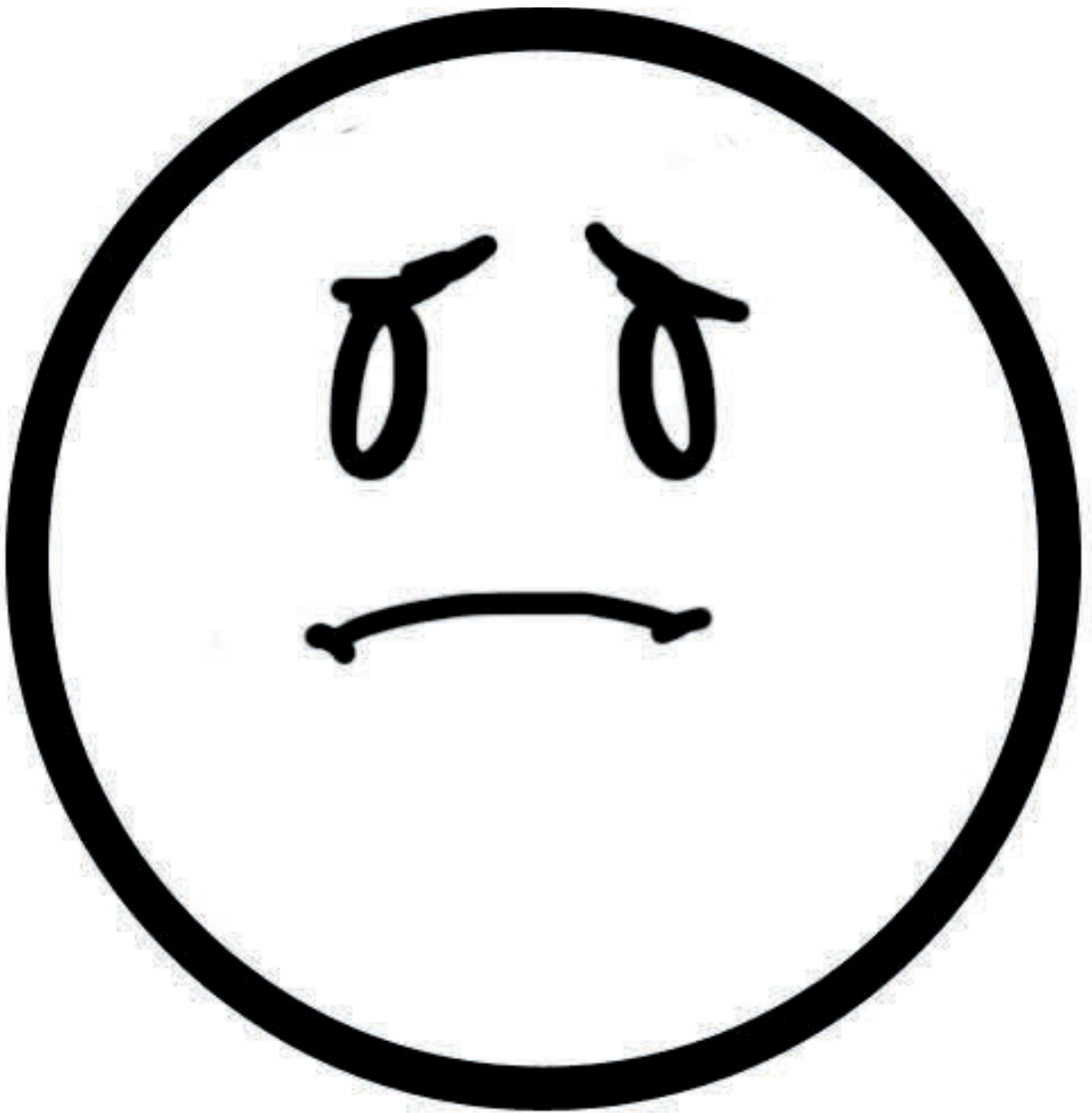


# Confident





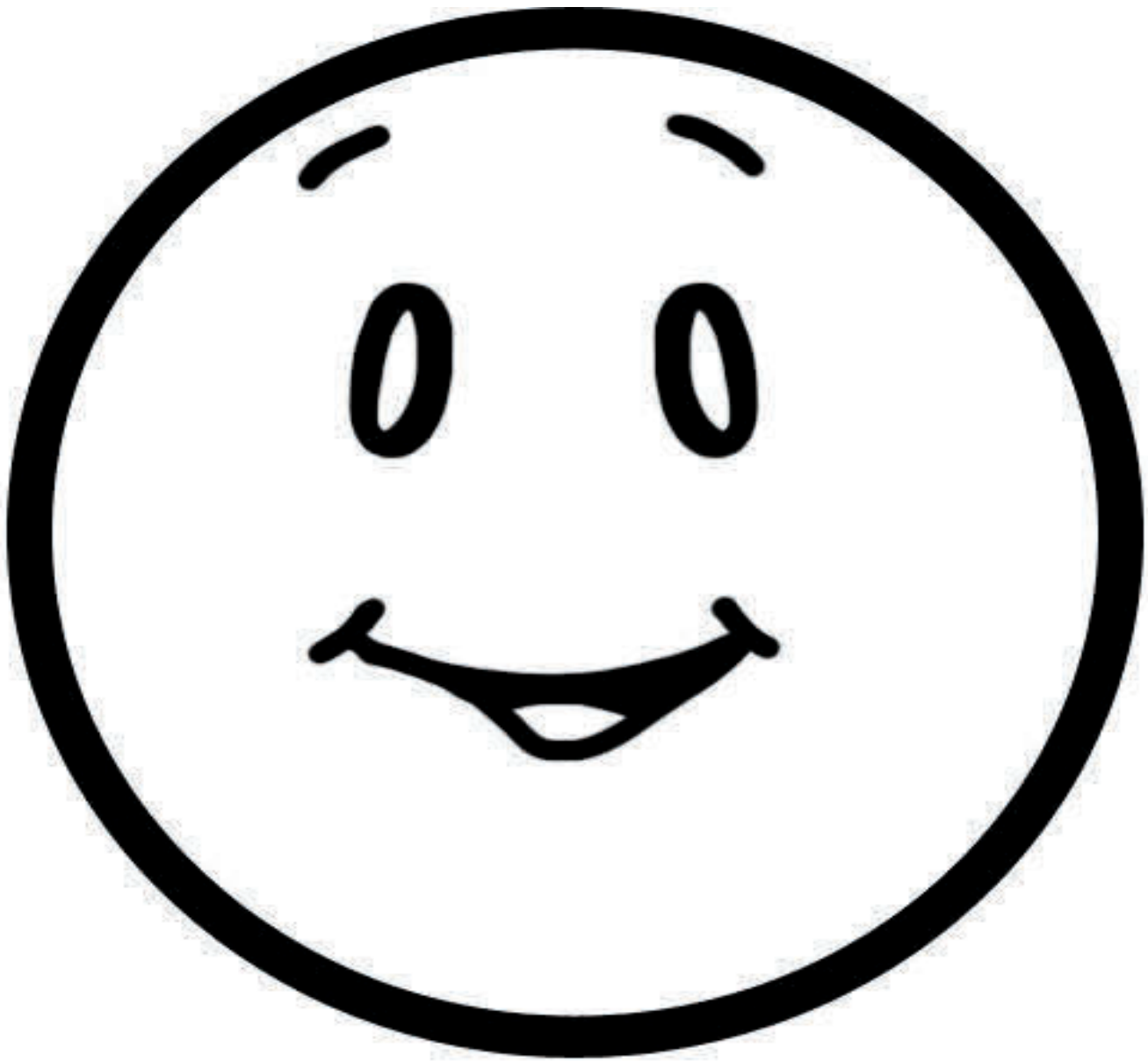
Angry



Worried



Sad



Happy

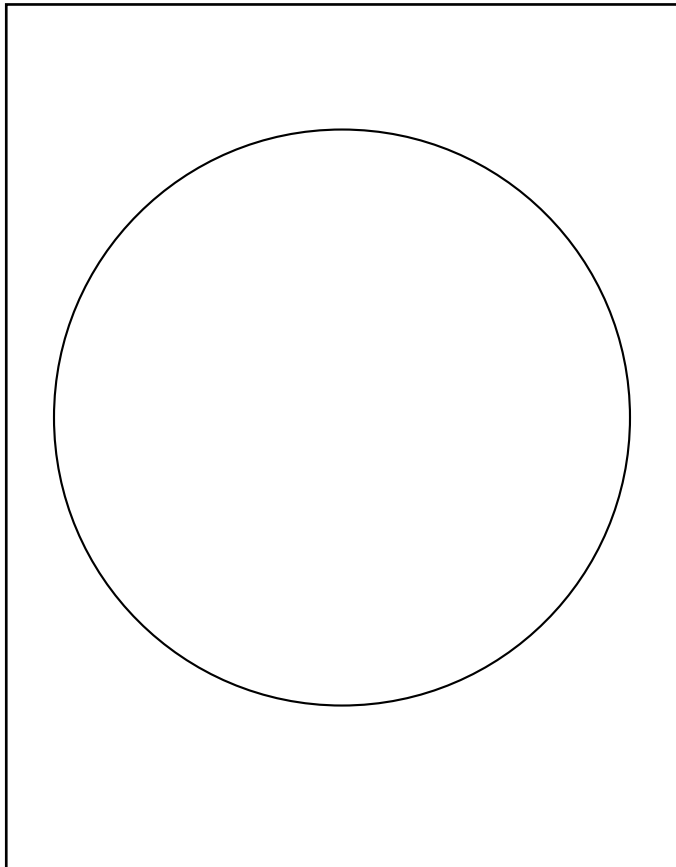
# Feeling Detectives Worksheet

2.2

Grade 3

**INSTRUCTIONS:** How can you tell how someone is feeling? What clues do you look for? Draw in the face and list the expressions and actions that provide clues to your assigned feeling. Then, think of a situation where you could experience this feeling and write it at the bottom of your sheet.

Feeling: \_\_\_\_\_



## Clues

Facial expressions:

1.) \_\_\_\_\_

2.) \_\_\_\_\_

3.) \_\_\_\_\_

Body expressions:

1.) \_\_\_\_\_

2.) \_\_\_\_\_

3.) \_\_\_\_\_

Physical actions:

1.) \_\_\_\_\_





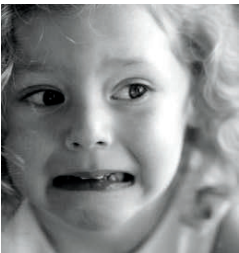
2.) \_\_\_\_\_

3.) \_\_\_\_\_

I feel \_\_\_\_\_ when...

Student's Name	Situation
1.)	
2.)	
3.)	
4.)	
5.)	
6.)	



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





## TIME

35-40 Minutes

## MATERIALS

Thought Connection Board

Caterpillar Thought Connection Sets A, B, and C

Butterfly Cards

## PREPARATIONS

Prepare the Caterpillar Thought Connections Game materials (Connection Boards and Connection Sets; one set per group)

Write the following four statements on the board: I will always be in third grade; I will never get any taller; I will never learn anything new; I will never meet any new people

Photocopy/print Butterfly Cards (one per student)

Prepare your bulletin board to display students' Butterfly Cards

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

5 minutes

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

- ▶ We have been participating in activities to help us identify how we think and feel and how other people think and feel. Who can remind us of some activities we did that focused on our thoughts and feelings?

*Examples: we tried to only think about the number 3; we played the Thought Connections Game; we learned how our thoughts influence our feelings and actions; we talked about empathy skills; we learned how to be Feelings Detectives; we talked about how people have different feelings when faced with the same situation.*

- ▶ What were some of the important things you learned while participating in these activities?

*Examples: we learned that how we think influences how we feel and behave; we learned we can change our thoughts so that we think and behave in more positive ways; we learned that it is important to pay attention to how we think; we learned that it is important to detect how someone is feeling; we learned that paying attention to our thoughts and others' feelings will help us get along.*

If students participated in the Sanford Harmony Program the previous year, ask them what they recall about the difference between fixed thoughts and change thoughts. Tell them they will be playing the Caterpillar Thought Connections Game to extend their understanding of how thoughts, feelings, and actions are connected.

Introduce the Think like a Caterpillar activity:

- ▶ Today, we are going to continue talking about how we think of ourselves and others and how this influences our feelings and actions. We are going to continue this discussion by focusing on specific kinds of thoughts — thoughts about change.
- ▶ Let's look at the four statements on the board. What if I told you that these statements were true? Would you believe me? Why not?
- ▶ All of us are constantly growing and changing. We get taller, we grow up, we learn new things, we improve our skills, we meet new people, and we have new experiences.
- ▶ Sometimes we forget that change is possible and we believe these statements on the board — about ourselves and others. A different possibility is to keep reminding ourselves that people change. Why do you think it is important to recognize that we — and others — can change abilities or personality?

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

## FACILITATE THE ACTIVITY

25-30 minutes

Pair students with their buddies and instruct them to discuss and write down ways they have changed since they were in kindergarten. Invite students to share their responses with the class. Some questions you ask may include:

- ▶ What are some of the things you learned to do since you were in kindergarten?
- ▶ How has your personality changed?

- ▶ Did you and your buddy have similar responses?
- ▶ Why do people do or say things that surprise us sometimes?
- ▶ Why would it be boring if we never changed our abilities and personality?

Introduce the terminology for Caterpillar and Worm Thoughts:

- ▶ Now that we have talked about the importance of recognizing change in ourselves and others, we are going to practice recognizing and coming up with thoughts that remind us that people can change — we can call these thoughts ‘Caterpillar Thoughts.’ Why is a caterpillar a good analogy for thoughts that people can change?

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

- ▶ What type of insect looks a little like a caterpillar, but would be a good example of people we think cannot change? A worm! That’s because once worms hatch, they’ll always be a worm; they don’t change their form. They also have the ability to replace lost segments so that they return to their original form! Thus, we can call thoughts that view people as unchangeable as ‘Worm Thoughts.’

Introduce the Caterpillar Thought Connections Game.

- ▶ Ok [Class Name], now we are going to play a game where we practice recognizing Caterpillar and Worm Thoughts! We are going to play the Thought Connections Game again, but this time we are going to see if Caterpillar and Worm Thoughts lead to different feelings and actions.

Place students in diverse groups of about four each. Distribute a Thought Connections Board and a Connection Set (Situations–Thoughts–Feelings–Actions) to each group. Randomly assign each group Connection Set A, B, or C. Some groups will probably have the same Connection Set.

- ▶ Similar to last time, each group has a Thought Connection Board and a Connection Set. The Connection Set has one situation card, but different thought, feeling, and action cards. Place the situation card on top of the board in the situation spot. Then, the person who goes first will choose one of the Caterpillar or Worm Thoughts, the next person will choose a feeling card, and the next person will choose an action card. Discuss how your thoughts influenced the feelings and actions you chose. Then, play the game again choosing a different thought. You’ll notice that each set has two Caterpillar Thoughts and two Worm Thoughts. Think about how these thoughts lead to different feelings and actions.

When students are finished playing the game, ask groups to share their responses with the class. As they share, prompt them to consider how Caterpillar and Worm Thoughts led to different feelings and actions. Some questions you ask could include:

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

When you are finished reviewing the Caterpillar Thought Connection Game, distribute a Butterfly Card to each student instructing them to develop their own Caterpillar Thought and write it on the Butterfly Card. Display students' Butterfly Cards on the bulletin board. You could title the display "Think like a Caterpillar and Fly like a Butterfly."

## WRAP IT UP

5 minutes

At the end of the activity, prompt students to think about how they are going to put what they learned into practice. Some questions you ask could include:

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

## EVERYDAY MOMENTS

- ▶ Point out when you notice students thinking like a caterpillar or a worm to illustrate how their thoughts influence their feelings and actions and when you want to encourage students to think more positively about situations.
- ▶ Help students become more aware of their thoughts by asking them to stop and reflect on whether they are thinking like a caterpillar or a worm. This will be especially helpful when you notice them engaging in behaviors you want to reinforce or help them change.
- ▶ Refer to students' Butterfly Cards to remind them to think like a caterpillar.

- ▶ Help students prepare for potentially stressful situations (e.g., before a test; before a challenging social situation) by assisting them with identifying and practicing relevant Caterpillar Thoughts (e.g., "What can you tell yourself if you come across a really difficult problem on this test?").
- ▶ When praising students, focus on their process (Process Praise: "You worked really hard on those math problems!") instead of their fixed characteristics (Intelligence Praise: "You are really good at math!"). When we focus on children's fixed characteristics (e.g., being smart; being good at something), we promote an entity or fixed view of themselves and others (i.e., a worm mindset). In contrast, when we focus on the process students engage in (e.g., effort, strategies, focus, persistence), we promote resilience and an incremental view of themselves and others (i.e., a caterpillar mindset).
- ▶ To assist students with developing a caterpillar mindset, encourage students to consider situational causes instead of trait or stable causes when making attributions about situations. For instance, if students notice a peer engaging in negative behaviors, encourage them to consider situation or process factors (e.g., could be having a bad day; needs to practice following directions) rather than fixed characteristics (e.g., isn't a good listener; doesn't know how to follow directions).

## NOTES

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# Caterpillar Thought Connections Game – Set A

Unit 2 – Activity 3

Grade 3

## Game Materials Included:

- ▶ Thought Connections Board
- ▶ Caterpillar Thought Connection — Set A

## How to Print Game Pieces:

For best results, use the following settings when printing:

- ▶ Print on *one side*
- ▶ Cut along the dotted lines

Situation

Thoughts

Feelings

Actions

**Situation:** You're taking a math test and are having a hard time figuring out one of the questions.

A

I'm so bad at math.



A

I'll never be able to pass a math test.



A

This is a challenging question. I'm going to have to work hard on this one!



A

This question is hard! I'll probably be able to figure it out after I tackle some easier questions.



A

You ask to go to the nurse because your stomach starts to hurt.

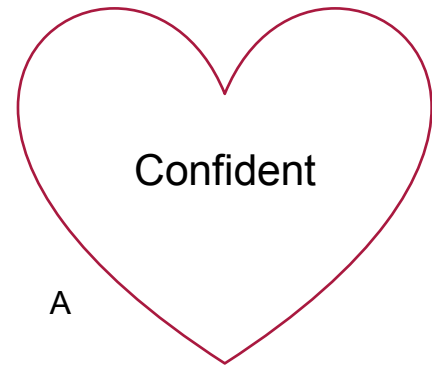
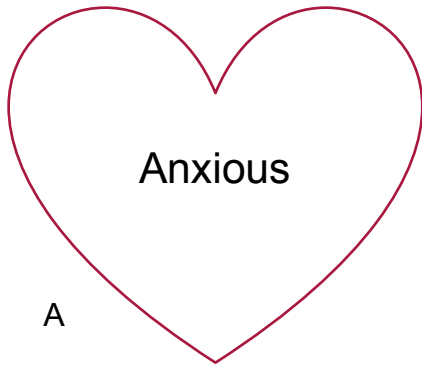
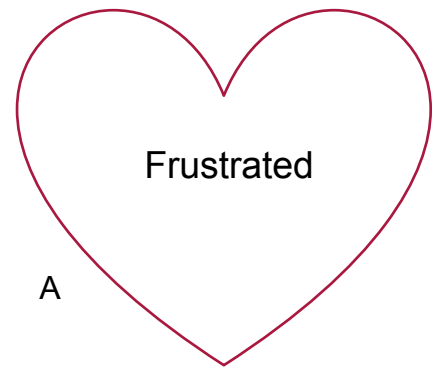
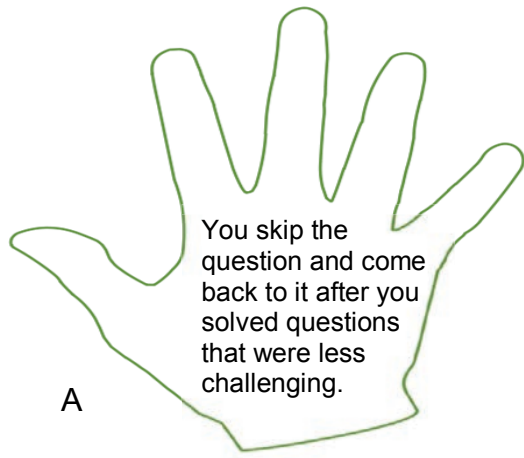
A

You get distracted and only have time to complete half the items on the test.

A

You take some deep breaths and take your time trying to figure out the question.

A





# Caterpillar Thought Connections Game – Set B

Unit 2 – Activity 3

Grade 3

## Game Materials Included:

- ▶ Thought Connections Board
- ▶ Caterpillar Thought Connection — Set B

## How to Print Game Pieces:

For best results, use the following settings when printing:

- ▶ Print on *one side*
- ▶ Cut along the dotted lines

Situation

Thoughts

Feelings

Actions

**Situation:** You and your friends are playing tetherball at recess. You notice Jason, one of your classmates who is usually very quiet, sitting by himself reading a book.

B

Jason is so shy!  
He never wants to play with anyone.



B

Jason is such a loner. He'll always be that way!



B

I wonder if Jason would enjoy playing with us today.



B

I wonder if Jason would be interested in chatting about his book.



B

Curious

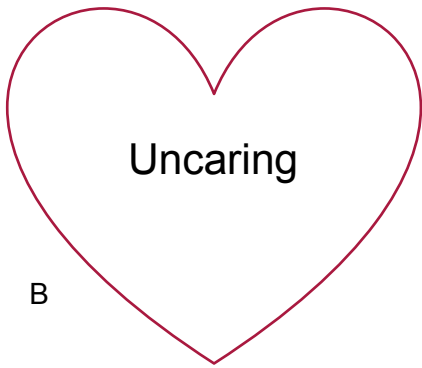
B

Interested

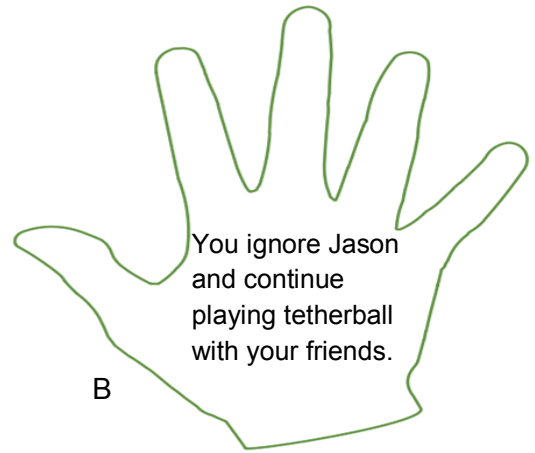
B

Uninterested

B



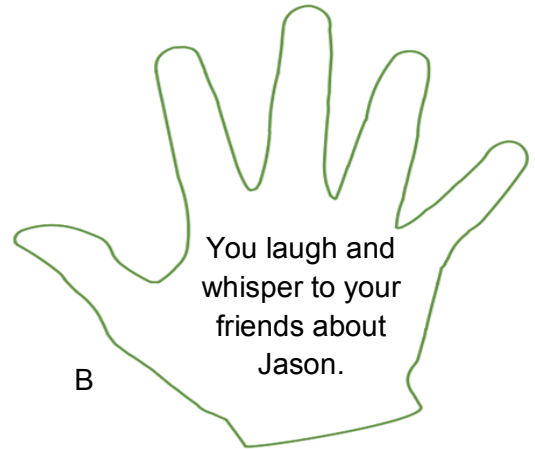
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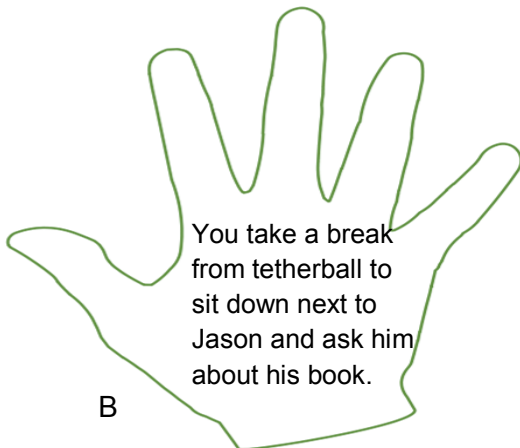
B



B



B



B

# Caterpillar Thought Connections Game – Set C

Unit 2 – Activity 3

Grade 3

## Game Materials Included:

- ▶ Thought Connections Board
- ▶ Caterpillar Thought Connection — Set C

## How to Print Game Pieces:

For best results, use the following settings when printing:

- ▶ Print on *one side*
- ▶ Cut along the dotted lines

Situation

Thoughts

Feelings

Actions

**Situation:** While you are walking down the hallway, Sally tells you that your shirt looks like it belongs on a kindergarten student. Sally's friends start laughing.

C

Sally is such a bully.  
She will always be  
that way.



C

I have such bad taste in  
clothes. Nothing ever  
looks good on me.



C

That was not a nice  
thing to say. Sally  
should learn to be  
more kind.



C

Sally shouldn't talk  
to people that way.  
Something must be  
bothering her.



C

Annoyed

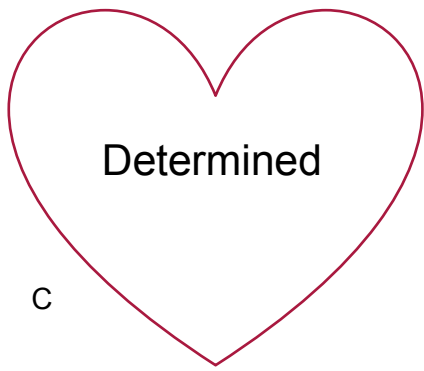
C

Embarrassed

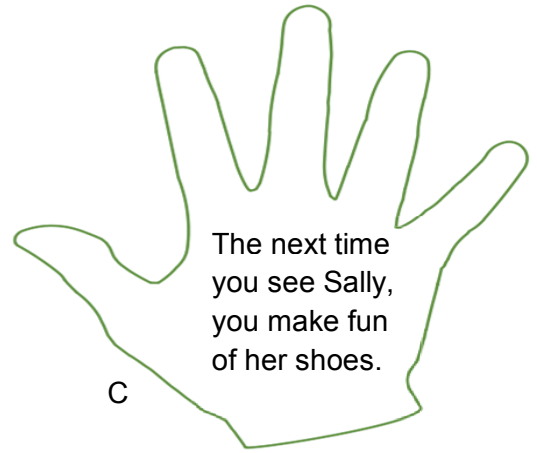
C

Angry

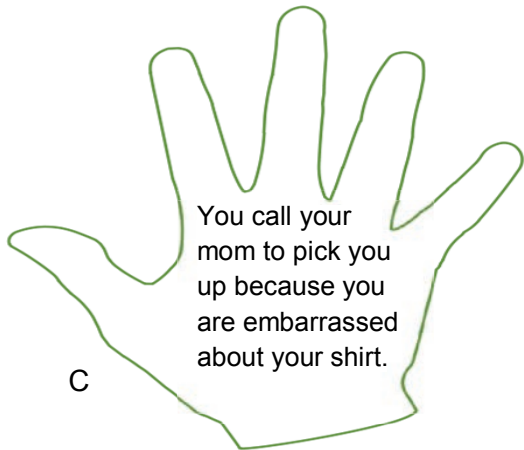
C



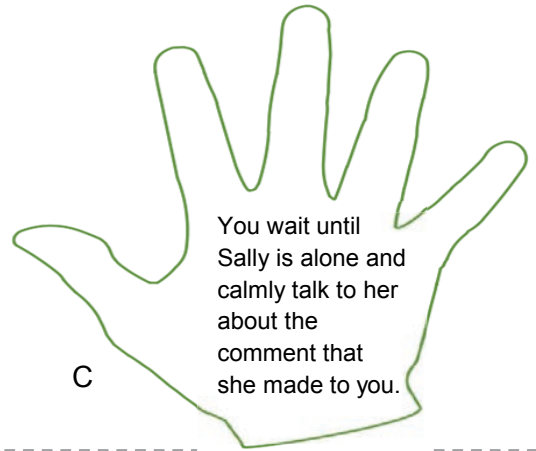
C



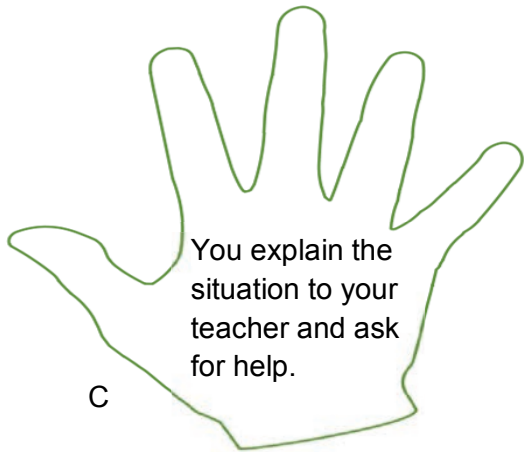
C



C

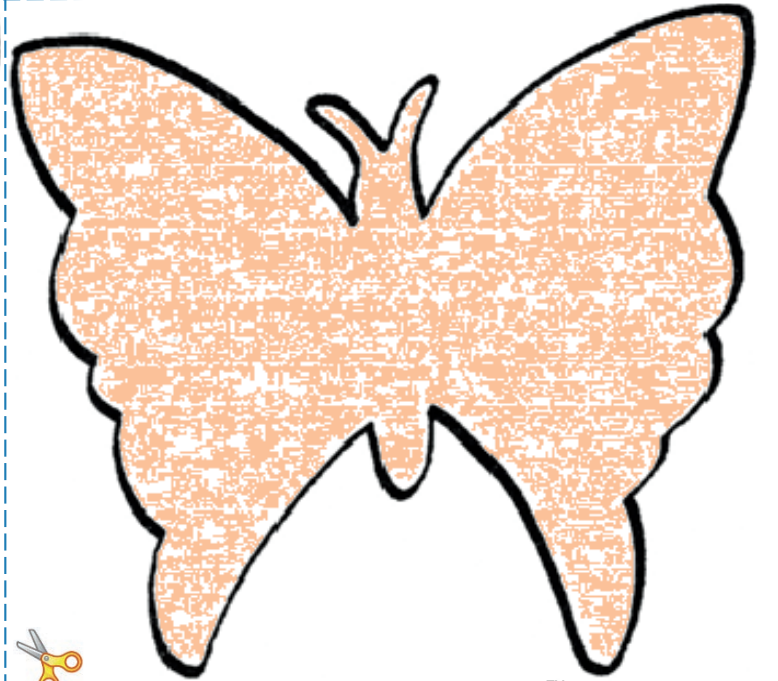
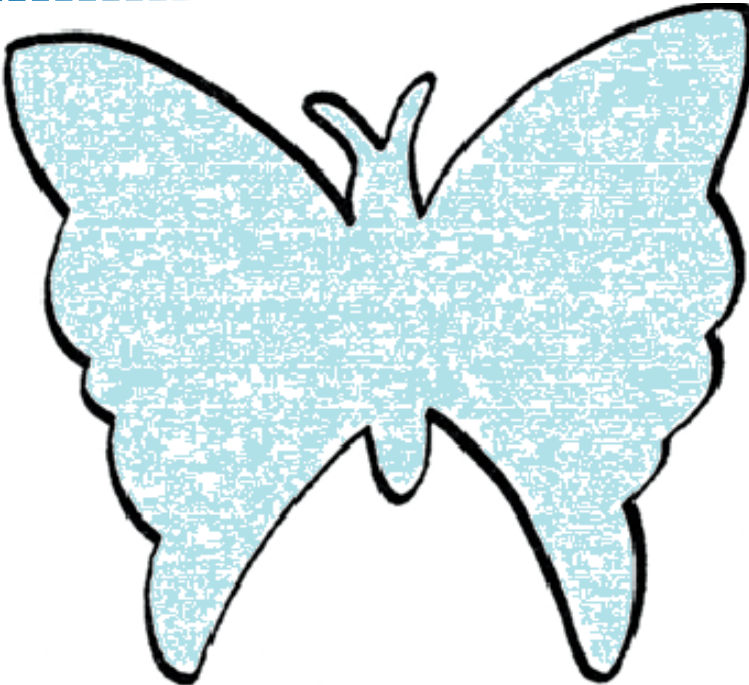
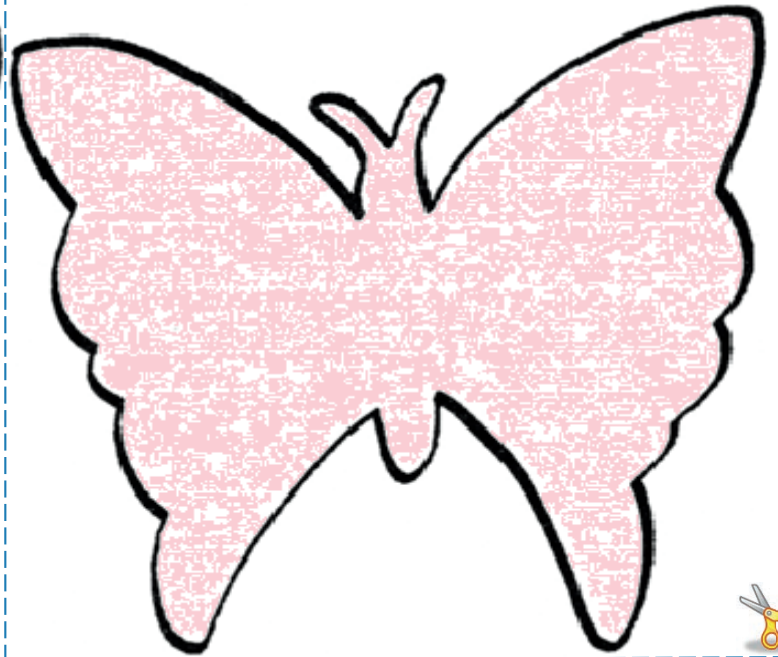
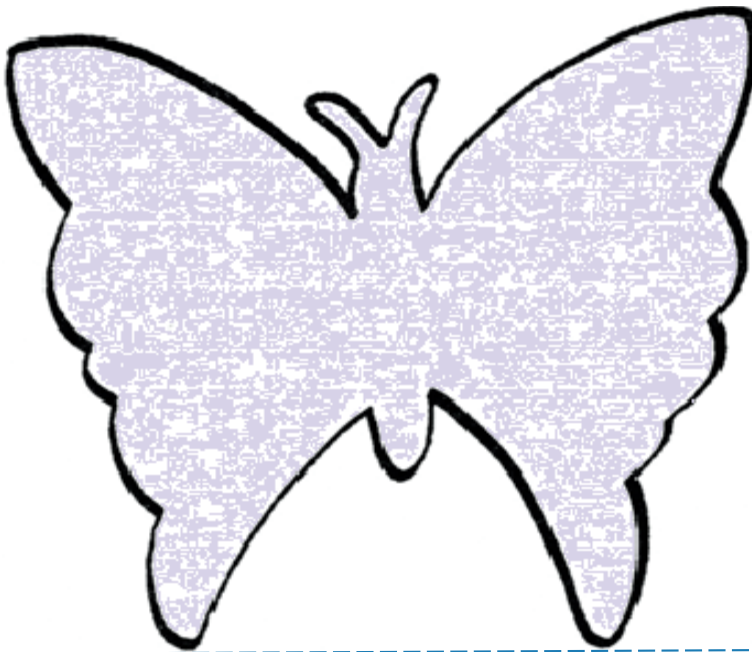


C



C







## TIME

Day 1- 35 Minutes

Day 2- 35 Minutes

## MATERIALS

Toys, Activities, and Games...Oh My!  
Questionnaire (Day 1)

Planet Stickers (Day 1)

Planet Do's and Don'ts Worksheets (Jupiter,  
Mars, Mercury, Neptune, Venus) (Day 1)

Pop That Stereotype Worksheet (Day 2)

Poster board (Day 2)

Markers (Day 2)

## PREPARATIONS

Photocopy/print the Toys, Activities, and  
Games...Oh My! Questionnaire (one per  
student)

Photocopy/print the Planet Dos and Don'ts  
Worksheets (one worksheet per group; match  
worksheet to group's planet sticker)

Photocopy/print the Pop that Stereotype  
Worksheet (Day 2; one per group)

Photocopy/print the Planet Stickers

## GOALS

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

## KEY CONCEPTS

- ▶ Thinking for yourself is important
- ▶ Stereotypes limit you
- ▶ Everything is for everyone
- ▶ People don't always match stereotypes

## SET THE STAGE

5 minutes

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

- ▶ In this unit, we have been participating in activities to help us identify how we think and feel and how other people think and feel. Who can remind us about some of the things we learned in this unit?

*Examples: we learned that how we think influences how we feel and behave; we learned that we can change our thoughts so that we think and behave in more positive ways; we learned about empathy and how to identify how someone is feeling; we learned that people have different feelings even when faced with the same situation; we learned to think about how others change using caterpillar thoughts and how this influences our behavior.*

- ▶ Today, we are going to continue talking about how we think about ourselves and others and how this influences our feelings and actions. The first thing we are going to do is complete a brief questionnaire which asks how you decide which toys, activities, and games you play with.

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about stereotypes. Let them know that they are going to continue to learn about what stereotypes are and why they are problematic.

## FACILITATE THE ACTIVITY

25 minutes

- ▶ When you are completing the Toys, Activities, and Games questionnaire, please fill out the questions honestly and don't put your name on the questionnaire.

Hand out the Toys, Activities, and Games...Oh My! Questionnaire. Instruct students how to complete the questionnaire. When students are finished, collect the questionnaires and redistribute them to the class for scoring so that each has someone else's questionnaire. Instruct them on how to score it. Ask them to raise their hands if the person who completed their questionnaire has a higher score in the first column or the second column. High scores in the first column indicate someone who is comfortable "thinking for themselves" and high scores in the second column indicate someone who is comfortable having others "tell them what to do." Create a table on the board to tally how many students fell into each category.

Discuss the results. The ultimate goal is to motivate students to think for themselves and make their own decisions (instead of having stereotypes do the thinking for them).

- ▶ The results from the questionnaire will show that most believe it is important to think for themselves, make their own decisions on what toys, activities, and games they like, and that it is ok to have different opinions. It is, of course, important to learn from other people and listen to the opinions and thoughts of others, right? But it is also important to be a leader, to engage in activities that match your interests, and to use your own mind. Why do you think it's important to use your own mind?

*Examples: Because I am my own person; because I might not think the same as other people; because I won't have control over my decisions; because other people might lead me in the wrong direction; so I can develop my own ideas; so I can be creative and make positive changes; so I can make decisions for myself, so I can choose games and activities that match my own interests and personality.*

# Pop That Stereotype

## Day 1

2.4

Grade 3

- ▶ Thinking for yourself will allow you to control your own thoughts and decisions. But, it takes effort. Sometimes we may feel that it is easier to just let others tell us what to do. Today, we are going to talk about why thinking for ourselves is worth the effort. First, let's do an exercise to see what it would be like if people expected you to like things that did not match your interests.
- ▶ We are going to imagine we are from different planets. All our planets were threatened, so we need to travel to Earth for safety. When you arrive, the people from your planet sent you to school, and they still expect you to follow the rules and guidelines of your planet. As your teacher, I received a list of do's and don'ts for all of you, and my job is to make sure you understand these expectations!

Randomly create five groups of students by handing out the Planet Stickers and asking them to place the sticker on their shirts. Ask students to find the members of their group and meet together in a designated section of the room. Hand out to each group a Planet Do's and Don'ts Worksheet.

- ▶ I am handing each group a Planet Do's and Don'ts Worksheet. Review the worksheet with your Planet Members, and imagine what it would be like if all of us were expected to follow these guidelines. Would these expectations match who you are? Would they match your true interests and abilities? As a group, talk about and record whether or not each of these expectations would be a match.

When students are done, ask each Planet Group to discuss their responses and reactions. Some questions you ask could include:

- ▶ What do you think it would be like if you were expected to behave according to the expectations of your planet?
- ▶ Did all of the expectations for your planet match? How would you feel if you didn't match the expectations for your planet?
- ▶ Would you feel pressure to behave according to the expectations? What do you think would happen if you didn't follow the expectations (e.g., teasing from peers; concern from parents)?
- ▶ Do you think you would be able to have the same friends as you do now? Why or why not? What do you think people would do if you wanted to become close friends with someone from another planet?

Introduce the concept and definition of stereotypes.

- ▶ Does this kind of thing happen in real life? Do people have beliefs that you should act or behave in certain ways because you are a member of a group? What is this called?
- ▶ That's right — a stereotype! What are stereotypes?

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

# Pop That Stereotype

## Day 1

2.4

Grade 3

- ▶ Name some groups who have stereotypes:

*Examples: Girls and boys; ethnic groups; older people; social groups (jocks, nerds).*

- ▶ How are these real life stereotypes similar to the Planet Stereotypes?

*Examples: People in the group don't always match the stereotypes; they put pressure on group members to behave in certain ways; I might get teased for not behaving in a way that fits the stereotypes of my group; they might prevent me from trying out new toys, activities, or games because they don't match the stereotypes of my group.*

- ▶ That's right — we saw from this exercise that it is problematic to judge ourselves and others by their group membership, such as gender, age, or ethnicity. We need to see ourselves and others as individuals.

### WRAP IT UP

5 minutes

At the end of the activity, discuss the experience with your students. Some questions could include:

- ▶ What do you think is problematic about using stereotypes, such as those about girls and boys, to guide your decisions about toys, activities, and games?

*Examples: They may not match our true interests and abilities; there is no such thing as girls' toys and boys' toys; everything is for everyone; it might prevent us from trying new things that we might actually like.*

- ▶ Now let's think back to the results of our Toys, Activities, and Games Questionnaire. Many in this class reported that they can make their own decisions and think for themselves. How would using stereotypes make you a follower and prevent you from making decisions for yourself?

*Examples: I am just using the stereotype to tell myself how to think; I am following what the stereotype tells me to do; I am not thinking for myself, I am believing the stereotype.*

- ▶ When we allow stereotypes to guide our thinking and decisions, we are not thinking for ourselves. Instead, we are allowing the stereotypes to do the thinking for us! Do we want to follow stereotypes and let them tell us what to do? No! As a class, we are going to work on thinking for ourselves and seeing people as individuals — not stereotypes.

- ▶ The next time we meet to do a Sanford Harmony Activity, we will talk more about how stereotypes affect our feelings and actions. We will also discuss how you can make decisions that match *you*, not stereotypes!

### NOTES

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### SET THE STAGE

5 minutes

Remind students of their experiences engaging in Day 1 of the Pop That Stereotype activity:

- ▶ The last time we had a Sanford Harmony Activity, we talked about stereotypes. Who remembers what a stereotype is?

*Examples: A belief that all people in a group are the same in some way because they are part of the same group; a fixed image of a group of people; judgments regarding someone based on ideas about the group they belong to.*

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

*Examples: Stereotypes prevent us from trying out new toys, activities, or games; stereotypes don't allow you to think for yourself; the importance of viewing people as individuals and not only as members of their gender group; making decisions that match us, not stereotypes.*

### FACILITATE THE ACTIVITY

25 minutes

- ▶ Today we are going to continue this discussion by discussing how stereotypes affect our actions and how we can practice saying no to stereotypes!

Place students in their diverse groups and hand out the Pop That Stereotype Worksheet.

- ▶ I am handing out a Pop That Stereotype worksheet to each group. Work together to pop the stereotype thought bubble and replace it with one that allows the characters to make decisions that match *them* and *not* the stereotype. Why don't we call our new thoughts Fresh Thoughts? Why is Fresh Thoughts a good term to use to replace stereotype thoughts?

*Examples: Fresh means something new, different, or a replacement; it means to be creative and original, such as having a fresh perspective or "keepin' it fresh."*

- ▶ We are going to work on being original and creative thinkers by practicing Fresh Thoughts! Let's get started on "Keepin' it Fresh!"
- ▶ When students are finished completing the worksheet, invite them to share their new thoughts with the class. Some questions you ask could include:
- ▶ Did your group find it difficult to replace the stereotype thoughts with Fresh Thoughts?
- ▶ How are these situations similar to real life?

Introduce the poster activity.

- ▶ Now that we have practiced coming up with our own Fresh Thoughts, let's put some of these ideas on posters so we can remind ourselves that we want to say no to stereotypes, think for ourselves, and Keep it Fresh!

# Pop That Stereotype

## Day 2

2.4

Grade 3

Hand each group a poster board and materials to decorate the poster (e.g., markers, pictures, etc.). When students are finished, display them in the classroom. If they have difficulty developing their own Fresh Thoughts, assist them with the following phrases:

### FRESH THOUGHTS

Choose things that match YOU, not stereotypes!

Everything is for everyone!

Think outside the box!

Some do, some don't! Some will, some won't!

Don't let stereotypes make decisions for you!

Keep It Fresh! Think for yourself!

### WRAP IT UP

5 minutes

At the end of the activity, discuss the experience with your students. Some questions could include:

- ▶ How can we encourage each other to say no to stereotypes and think Fresh Thoughts?
- ▶ Are there specific situations in school where you think it might be challenging to think for yourself? How can we handle these situations?
- ▶ How might this activity encourage you to try new things when it doesn't match the stereotype for your group?
- ▶ How can we respond if people tease us or others for making decisions that don't match stereotypes?

### EVERYDAY MOMENTS

- ▶ Be mindful of stereotypes displayed in classroom materials (e.g., posters, storybooks, textbooks) or examples you use when teaching.
- ▶ Intervene when you observe students teasing or excluding others based on gender or other social category. Remind them of their experience participating in this activity and help them change their stereotype thoughts.
- ▶ Encourage students to participate in a variety of activities and roles.
- ▶ Continue to use the language students learned in this activity (e.g., Pop That Stereotype, Fresh Thoughts, Think for Yourself, Keepin' It Fresh, Say No to Stereotypes) to reinforce these concepts, promote nonstereotyped thinking, and assist with practicing these skills in daily situations.
- ▶ Have students explain their Fresh Thoughts posters to people who visit your classroom.
- ▶ Ask students to observe stereotype messages displayed in the environment (e.g., television, magazines, toy stores) and how they affect their behavior; schedule a weekly "Fresh Observations" time to discuss their observations.
- ▶ When you see students being influenced by stereotypes (e.g., "*I can't wear pink — it's for girls!*"), ask them to reflect on whether their decision matches who they are or if they are just letting stereotypes tell them what to do.
- ▶ Refrain from using gendered language (e.g., "*Good morning girls and boys!*" "*Good job, girls!*") and organizational tools (girl and boy lines; girl-boy seating) in your classroom. Highlighting gender in this way communicates to students that gender is an important category and promotes the development of stereotypes.



# Toys, Activities, and Games... Oh My! Questionnaire

2.4

Grade 3

## INSTRUCTIONS

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

	Not at All	A Little Bit	A Lot
1) I like to make my own choices .....	1	2	3
2) It is easier to let others tell me what activities to do.....	1	2	3
3) I know what kinds of things I like to do .....	1	2	3
4) I let others make decisions for me .....	1	2	3
5) I would prefer if someone else picked out my toys for me .....	1	2	3
6) I can think for myself .....	1	2	3
7) It is ok for me to like different activities than my friends.....	1	2	3
8) If a friend told me not to play with a game, I would listen .....	1	2	3

2. Write the number of your answer to the questions below and add the numbers in each column. Which column has a higher score?

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





Jupiter



Jupiter



Jupiter



Jupiter



Jupiter



Jupiter



Mars



Mars



Mars



Mars



Mars



Mars



Venus



Venus



Venus



Venus



Venus



Venus



Neptune



Neptune



Neptune



Neptune



Neptune



Neptune



Mercury



Mercury



Mercury



Mercury



Mercury



Mercury



# Planet Do's and Don'ts Worksheet

## Jupiter

2.4

Grade 3



### Jupiter

Record your names on the blank spaces provided. Circle the planet expectations that do not match you and share your responses with your planet group members.

On the back of the worksheet, review the expectations of other planets and discuss with your group which planet you feel is the best match for you.

Name	You should like...	You shouldn't like...	You should be...
_____	<ul style="list-style-type: none"> <li>- Fishing</li> <li>- Hiking</li> <li>- Camping</li> <li>- Rock climbing</li> <li>- Trampolines</li> <li>- Jumping rope</li> </ul>	<ul style="list-style-type: none"> <li>- Video games</li> <li>- Watching TV</li> <li>- Listening to music</li> <li>- Watching sports</li> <li>- Playing piano</li> <li>- Foursquare</li> </ul>	<ul style="list-style-type: none"> <li>- Adventurous</li> <li>- Brave</li> <li>- Active</li> <li>- Athletic</li> <li>- Easygoing</li> <li>- Hardworking</li> </ul>
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# Planet Do's and Don'ts Worksheet

## Jupiter

2.4

Grade 3

Which planet is the best match for you?

PLANET	You should like...	You shouldn't like...	You should be...
Jupiter	<ul style="list-style-type: none"> <li>- Fishing</li> <li>- Hiking</li> <li>- Camping</li> <li>- Rock climbing</li> <li>- Trampolines</li> <li>- Jumping rope</li> </ul>	<ul style="list-style-type: none"> <li>- Video games</li> <li>- Watching TV</li> <li>- Listening to music</li> <li>- Watching sports</li> <li>- Playing piano</li> <li>- Foursquare</li> </ul>	<ul style="list-style-type: none"> <li>- Adventurous</li> <li>- Brave</li> <li>- Active</li> <li>- Athletic</li> <li>- Easygoing</li> <li>- Hardworking</li> </ul>
Mars	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Puzzles</li> <li>- Writing poetry</li> <li>- Arts and crafts</li> <li>- Cooking</li> <li>- Card Games</li> </ul>	<ul style="list-style-type: none"> <li>- Cold weather</li> <li>- Skiing</li> <li>- Snowboarding</li> <li>- Ice skating</li> <li>- Ice hockey</li> <li>- Skateboarding</li> </ul>	<ul style="list-style-type: none"> <li>- Shy</li> <li>- Sensitive</li> <li>- Quiet</li> <li>- Studious</li> <li>- Serious</li> <li>- Creative</li> </ul>
Venus	<ul style="list-style-type: none"> <li>- Video games</li> <li>- Watching TV</li> <li>- Listening to music</li> <li>- Watching sports</li> <li>- Playing piano</li> <li>- Foursquare</li> </ul>	<ul style="list-style-type: none"> <li>- Fishing</li> <li>- Hiking</li> <li>- Camping</li> <li>- Rock climbing</li> <li>- Trampolines</li> <li>- Jumping rope</li> </ul>	<ul style="list-style-type: none"> <li>- Funny</li> <li>- Friendly</li> <li>- Silly</li> <li>- Enthusiastic</li> <li>- Easygoing</li> <li>- Polite</li> </ul>
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# Planet Do's and Don'ts Worksheet

## Mars

2.4

Grade 3



### Mars

Record your names on the blank spaces provided. Circle the planet expectations that do not match you and share your responses with your planet group members.

On the back of the worksheet, review the expectations of other planets and discuss with your group which planet you feel is the best match for you.

Name	You should like...	You shouldn't like...	You should be...
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# Planet Do's and Don'ts Worksheet

## Mars

2.4

Grade 3

Which planet is the best match for you?

PLANET	You should like...	You shouldn't like...	You should be...
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# Planet Dos and Don'ts Worksheet

## Mercury

2.4

Grade 3



### Mercury

Record your names on the blank spaces provided. Circle the planet expectations that do not match you and share your responses with your planet group members.

On the back of the worksheet, review the expectations of other planets and discuss with your group which planet you feel is the best match for you.

Name	You should like...	You shouldn't like...	You should be...
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# Planet Dos and Don'ts Worksheet

## Mercury

2.4

Grade 3

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Which planet is the best match for you?

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# Planet Do's and Don'ts Worksheet

## Neptune

2.4

Grade 3



### Neptune

Record your names on the blank spaces provided. Circle the planet expectations that do not match you and share your responses with your planet group members.

On the back of the worksheet, review the expectations of other planets and discuss with your group which planet you feel is the best match for you.

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## Venus

2.4

Grade 3



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


Situation 1: During recess, Ray asks to join a few girls who are playing jump rope. One of the girls replied, "Didn't you know that jump rope is only for girls?"


Thoughts  Ray thinks "Jump rope is only for girls."

Feelings  Embarrassed


Actions  Ray walks away and looks for something else to do.


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


Feelings  Determined


Actions  Ray smiles and replies, "It can't only be for girls because I like it too!"


Situation 2: Diane is organizing a basketball game in her neighborhood. Her friend, Jason, suggests they ask his grandmother, who is visiting, to play with them.


Thoughts  Diane thinks "Old ladies can't play basketball!"

Feelings  Arrogant


Actions  Diane laughs and tells Jason that she doesn't think his grandmother will be able to keep up with them.


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


Feelings  Curious


Actions  Diane agrees to invite Jason's grandmother and learns a few basketball tips from her.


Situation 3: Dan, who is the quarterback of the high school football team, asks Beth if she wants to be his partner for the Science Fair project.


Thoughts  Beth thinks "Jocks don't do well in school."

Feelings  Hesitant


Actions  Beth lies and tells Dan that she already has a partner.


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


Feelings  Interested


Actions  Beth agrees to be Dan's partner.


Situation 4: Ms. Johnson needs to buy a birthday present for her nephew. She walks around Toys R Us and looks for something to buy.


Thoughts  Boys like trucks.

Feelings  Confident

Actions  Ms. Johnson buys her nephew a remote control truck.

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

Feelings  Unsure

Actions  Ms. Johnson buys her nephew a gift card.





# Communication



Unit 3



## CONTENTS

This unit contains all the resources needed for teaching *Grade 3 Unit 3: Communication*. Resources include Activities, Games, and Supplemental Materials.

Unit 3: Communication is composed of three activities:

### Activity 3.1

Communication Blooper or Booster? Students learn communication roadblocks (Communication Bloopers) and strategies (Communication Boosters) by identifying the Bloopers and Boosters in a role-play game.

### Activity 3.2

Communication Boosters: Listening and Supporting – Students learn more about using Boosters when communicating with others and have an opportunity to practice these strategies with a partner.

### Activity 3.3

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



## ACTIVITY SNAPSHOT

### Activity 3.1

**Communication Blooper or Booster?** Students learn communication roadblocks (Communication Bloopers) and strategies (Communication Boosters) by identifying the Bloopers and Boosters in a role-play game.

### Activity 3.2

**Communication Boosters: Listening and Supporting** – Students learn more about using Boosters when communicating with others and have an opportunity to practice these strategies with a partner.

### Activity 3.3

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

## OVERVIEW

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

## RESEARCH AND RELEVANCE

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

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



## TIME

50 Minutes

## MATERIALS

Unit 3 Home-School Connection Letter

Bell

Communication Blooper and Booster cards

Blooper or Booster Script (Student copy)

Blooper or Booster Script (Teacher copy)

Communication Bloopers and Boosters –  
Reference Guide

## PREPARATIONS

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

Photocopy/print the Communication Blooper  
and Booster Cards (one set of Blooper and  
Booster cards per group)

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

Photocopy/print the Blooper or Booster Script  
(Teacher copy)

Review the Communication Bloopers and  
Boosters – Reference Guide

## GOALS

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

## KEY CONCEPTS

- ▶ Working in groups can be challenging
- ▶ Communication Bloopers (interrupting and ignoring) can prevent us from working successfully with one another
- ▶ Everybody “bloops”
- ▶ Being aware of Communication Bloopers will allow us to catch and stop ourselves before we bloop
- ▶ Practicing and implementing Communication Boosters (listening and supporting) can help us have more positive group work experiences

## SET THE STAGE

15 minutes

Remind students about the purpose of the Sanford Harmony Program:

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

*Examples: Group members don't do their fair share of work; they are bossy; they don't listen to my ideas; no one can agree.*

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

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about learning to communicate with others. Let them know that they will be participating in an activity to identify effective communication strategies and challenges in communicating with others.

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

- ▶ Today, we are going to start off by discussing two types of Communication Bloopers that can make group work challenging: Interrupting and ignoring.
- ▶ Who can describe what it means to interrupt?
- ▶ Interrupting means stopping someone in the middle of what he or she is doing or saying. If I am in a group and [insert name of student] is sharing his/her idea but I cut him/her off to say my idea, I am interrupting! What about ignoring?
- ▶ Ignoring means not recognizing other group members' needs or perspectives. Suppose that [insert name of student] is one of my group members and he/she asks me a question but I don't answer it; that's ignoring!

Invite students to share their experiences with interrupting and ignoring. Instruct students that they should not use students' names when sharing their experiences. Questions you could ask include:

- ▶ Who can think of a time when someone interrupted you when you were working with your peers in a group?
- ▶ Who can describe a time when you ignored someone with whom you were working?
- ▶ Who can describe a time when you found it difficult to stop interrupting someone?
- ▶ What are some reasons why we interrupt people? What are some reasons that lead us to ignore people?
- ▶ How does it feel when someone interrupts you? How does it feel when someone ignores you?



- ▶ What do you usually do when someone interrupts you? How do you respond when someone ignores you?

Introduce the concept of Communication Boosters.

- ▶ Interrupting and ignoring can interfere with our ability to work successfully in groups. That's why it's important to pay attention to these Bloopers and catch ourselves when we do it. It's also important to learn and practice certain skills that help us get along and work together in positive ways. We will call these skills Communication Boosters because they boost our ability to communicate effectively with one another. What are some Communication Boosters?

*Examples: Listening to and answering group members' questions; praising; compromising; offering ideas on completing a group task; helping group members when they get stuck.*

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

- ▶ All these Communication Boosters are important and help us work together successfully. But, sometimes it's difficult to practice multiple skills at the same time. This year, we are going to focus on two of the most important Communication Boosters: Listening and supporting!
- ▶ Let's first talk about listening. Why is listening to one another important?

*Examples: We know what someone is talking about; people feel understood; listening helps us work together better; we need to listen to resolve problems; we can't have a conversation and communicate if we don't listen to one another.*

- ▶ We need to listen to have a conversation, show support, resolve disagreements, and work together. Listening is important! But, sometimes we get distracted and we don't always listen to one another as well as we should. That's why it's important to practice.

- ▶ How can you tell when someone is listening to you?

*Examples: They look at me; they respond to what I am saying; they make a comment about something I said.*

- ▶ Another important Communication Booster is supporting (or helping) others. Why is it important to support others when you are working with them?

*Examples: We can help one another learn things; people feel supported; it's important for us to be there for one another; we can't get our work done unless everyone is working together.*

- ▶ It's important to support one another when we're working together in groups!

## FACILITATE THE ACTIVITY

30 minutes

- ▶ Today we're going to play a game called Communication Blooper or Booster! The purpose is to provide us practice identifying Communication Bloopers and Boosters. We "bloop" from time to time. For example, you get really excited about one of your ideas and interrupt a group member to share without even realizing it. Most of us don't mean to bloop and usually don't even realize we're doing it.

- ▶ One of the goals for today's activity is to help us become more aware of Bloopers, such as interrupting and ignoring, so we can catch and stop ourselves when we do it. At the same time, we want to practice identifying Communication Boosters and become aware of how Boosters can help us communicate with one another.
- ▶ I'm going to ask six students to volunteer to act out a short play in front of the class — twice. The first time, they will act out the play and the rest of the class will observe. The second time, I'm going to sound the bell at various points throughout the play. The actors will freeze, and I'll ask, "Blooper or Booster?" Those of you who are not actors will make up four different teams. Each team will decide if a Blooper or Booster just occurred and which Blooper (interrupting or ignoring) or Booster (listening or supporting) happened. When I give the signal, the team leader will hold up the appropriate Blooper or Booster card. The team or teams who correctly identify the most Bloopers and Boosters wins!

Select six volunteers to serve as actors (four students, one teacher, and one narrator). Distribute the script to the actors and assign a role to each student. Instruct the students to silently read over the script and let them know that they will act out the script exactly as written. Place the remaining students in four different teams. Have students arrange their chairs so they are near their team members and facing the actors. After the script has been read through once, provide each group with a set of Communication Blooper and Booster Cards. Instruct each team to select a Team Captain. The Team Captain will be responsible for holding up the appropriate Blooper or Booster card.

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

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

Instruct the students to begin acting out the script again. At each Blooper or Booster, sound the bell and say, "Blooper or Booster?" Give teams 20 seconds to discuss and decide on an answer. The Team Captain will be responsible for holding up the appropriate Blooper or Booster card. At the end of the script, instruct actors to return to their seats. Congratulate the winning team or teams!

## WRAP IT UP

5 minutes

Discuss the experience with your students. Ask:

- ▶ Do you think the characters in the script worked well together? Do you think they did a good job listening and supporting each other?
- ▶ Do we sometimes act similar to the characters in the script? How so?
- ▶ As we already discussed, all of us have used Bloopers when we work in groups. The first step to stopping ourselves from blooping is to notice that we are doing it in the first place! As a class, we can help one another become more aware of the times we interrupt and ignore someone. What are some ways we can be supportive and let classmates know if they've interrupted or ignored someone?

### EVERYDAY MOMENTS

- ▶ Help students become aware of their Bloopers and Boosters by asking them to keep a tally during the day. Schedule a time for students to discuss their experiences (e.g., during Meet Up).
- ▶ Develop a nonjudgmental system in which students support one another recognizing their Bloopers. For example, develop a word or phrase students can use to point out to each other when they bloop (e.g., *“Oops, a bloop!”*, *“You blooped!”*, *“Everybody blops!”*).
- ▶ Acknowledge when you bloop in front of your students to convey the message that everyone blops and it is important to catch yourself when you do it.
- ▶ Develop a reward system in which students support and recognize one another when they use Communication Boosters. For example, develop a word or phrase students can use to point out to one another when they boost (e.g., *“Thanks for the boost!”*).
- ▶ Explicitly reinforce students when you notice those using Communication Boosters (e.g., *“I noticed you listened to and supported Sarah when she was unsure how to solve the math problem. Nice boost!”*).

### NOTES

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Dear Parent/Guardian(s):

We are ready to begin the Communication Unit of the Sanford Harmony Program! In this unit, students will increase their awareness of ineffective communication behaviors and have opportunities to practice effective and healthy communication strategies. In the first activity, students learn about two ineffective communication behaviors, *Communication Bloopers*, which prevent us from working well in groups. The two Bloopers are interrupting and ignoring. When students become aware of Communication Bloopers, they are able to catch themselves when they “bloop” and replace it with effective communication strategies. In the second activity, students learn about two effective communication strategies, *Communication Boosters*. The two Boosters are listening and supporting. The last activity in the Communication Unit provides students the opportunity to observe and practice Communication Boosters and avoid Communication Bloopers. Students will play a game in which they earn points for using Communication Boosters as they work together to come up with five items they need to bring if they were on a desert island!

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

## HOME–SCHOOL CONNECTION TIPS

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

\*\*\*\*\*

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

Sincerely,





# INTERRUPTING

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# IGNORING

# LISTENING

---

# SUPPORTING



# Blooper or Booster Script

## Student Copy

3.1

Grade 3

Narrator: Students in Mr. Foster's third grade class are settling into their seats after lunch and getting ready to start a new group project.

Mr. Foster: Okay class; who's ready to start our new group project?! Today, you will be breaking up into teams of four and measuring your group members' heights. Then, after everyone in your group has been measured, each group will make a bar graph showing their data. Once every group is finished, we will display our graphs in the classroom! Does anyone have any questions about the project before we begin?

Nathan: Will each group be making their own bar graph, or will we make one together as a class?

Mr. Foster: Can anyone help answer Nathan's question?

Gabby: Mr. Foster said that each group will make their own bar graph.

Mr. Foster: That's right, Gabby; each group will make their own. Ok, let's get in our groups and get to work!

Narrator: Mr. Foster assigns students into groups and instructs them to first get their materials, then measure each group member's height, and finally create a bar graph displaying their measurements. The students get to work.

Gabby: Ok team, the first thing we need to do is...

Sarah: Get our materials!

Cory: I will go get the things we need to make our bar graph: colored pencils, a ruler, and graphing paper.

Nathan: I can get the measuring tape! Who wants to be measured first?!

Sarah: This project is going to be so fun! I love making graphs!

Nathan: I like making graphs, too! Who wants to be measured first?

Gabby: Why don't we go alphabetically? Cory will be first, I will be second, Nathan will be third, and Sarah will be...

Sarah: LAST! Why do I always have to be last?

Gabby: Hmm, I have an idea! When we start graphing, you can be the first to graph your height. How does that sound?

Sarah: Ok, that sounds good to me.

Nathan: Ok Cory, you're up! Let's stand up against the wall when we are getting measured. That seems like the best way. Sarah, can you help me? Sarah?

Narrator: Sarah grabs the measuring tape and starts measuring Gabby's height.

Sarah: Wow Gabby, you are really tall. It's hard to measure you!

# Blooper or Booster Script

## Student Copy

3.1

Grade 3

Nathan: I can help you measure, Gabby.

Sarah: Thanks, Nathan. When we're done, we can both measure Cory.

Narrator: Nathan and Sarah work together to measure Cory and Gabby.

Cory: Alright, now we can switch roles! Gabby and I can measure you and...

Gabby: I want to measure Sarah!

Narrator: Cory and Gabby take turns measuring Nathan and Sarah. Once everyone in the group is measured, they compare each other's heights.

Sarah: Wow! I'm 48 inches!

Gabby: I'm 52.5 inches!

Nathan: I'm 50 inches!

Cory: I'm 51 inches! Wow, I am the tallest in the group!

Nathan: Actually, Gabby is 1.5 inches taller than you. She said she was 52.5 inches tall.

Sarah: Alright, should we start graphing now? Who wants to draw the graph?

Cory: I can't believe that I'm the second tallest. I wanted to be first!

Gabby: I will draw the x-axis and y-axis for our graph. Who wants to label them?

Cory: I can label them and then Sarah can be the first to put her height on the graph. Remember, we agreed that she should go first.

Narrator: The students use their graphing materials to help them draw their graph, and now it's Sarah's turn to graph her height.

Sarah: We should each use a different color to represent our heights on the bar graph. I will pick green since it's my favorite color. (Sarah colors in her bar on the graph). I'm done! Who's next?

Nathan: I'll go next. I'll use purple since that's my favorite color. Hold on, I forgot how tall I was!

Gabby: You said that you were 50 inches tall.

Nathan: That's right; thanks, Gabby!

Gabby: No problem. My turn! I will pick red! (*Gabby starts graphing her height but is having a hard time.*) How am I supposed to make sure that my bar is straight? This is so hard!

Nathan: I used my ruler to make my line straight. Here, do you want to borrow it?

# Blooper or Booster Script

## Student Copy

3.1

Grade 3

Gabby: Sure! Thank you! Wow, my bar is so tall!

Nathan: That's because you're taller than all of us. I wonder if you are the tallest kid in our whole class!

Cory: That would be awesome! Maybe we will find out after all of the other groups are done!

Narrator: The groups are finishing up their graphing projects. Mr. Foster asks for everyone's attention.

Mr. Foster: Ok class, let's start cleaning up and getting back to our desks. We will talk about each of our group's...

Cory: Are we going to compare our height with kids from other groups?

Mr. Foster: We will talk about the project once we are back in our seats.

Sarah: I will put the colored pencils away! You can all clean up the rest of our materials and our area!

Nathan: Ok. Hurry, Sarah! Mr. Foster wants us in our seats!

Sarah: I'm trying but there are so many colors to put back!

Cory: I can help you! I'm finished cleaning up our area.

Narrator: The students put away all of their materials and get their work stations cleaned up. Each student is sitting in their seat waiting for Mr. Foster.

Mr. Foster: So class, who ended up being the tallest person in your group?

Cory: Gabby is the tallest one in our group! She is 52.5 inches tall! Her parents must be really tall, too!

Gabby: My dad is really tall, but my mom is pretty short. I must have gotten my height from my dad!

Mr. Foster: That's probably true, Gabby! So class, what did everyone think of this assignment? If we did it again, what else would be fun to graph?

Nathan: I think it would be fun to graph the number of pets we have.

Cory: I would like to graph how many siblings...

Sarah: Birthdays! We could graph how many kids in the class have January and February birthdays and the rest of the months, too!

Mr. Foster: That's a great idea, Sarah, but next time, please wait for the person to finish before you speak. Go ahead Cory, what was your idea?

Cory: I think it would be fun to graph how many siblings we all have. I have five brothers and it would be fun to see if anyone has more siblings than me.

# Blooper or Booster Script

## Student Copy

3.1

Grade 3

Mr. Foster: These are all great ideas! Make sure to write them down so we remember them for next time. Thank you for working so well together and listening to one another! You all make a great team!

# Blooper or Booster Script

## Teacher Copy

3.1

Grade 3

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Mr. Foster: Okay class; who's ready to start our new group project?! Today, you will be breaking up into teams of four and measuring your group members' heights. Then, after everyone in your group has been measured, each group will make a bar graph showing their data. Once every group is finished, we will display our graphs in the classroom! Does anyone have any questions about the project before we begin?

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Mr. Foster: Can anyone help answer Nathan's question?

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Narrator: Mr. Foster assigns students into groups and instructs them to first get their materials, then measure each group member's height, and finally create a bar graph displaying their measurements. The students get to work.

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Nathan: I can get the measuring tape! Who wants to be measured first?!

Sarah: This project is going to be so fun! I love making graphs! [IGNORING]

Nathan: I like making graphs, too! [LISTENING] Who wants to be measured first?

Gabby: Why don't we go alphabetically? Cory will be first, I will be second, Nathan will be third, and Sarah will be...

Sarah: LAST! Why do I always have to be last? [INTERRUPTING]

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Nathan: Ok Cory, you're up! Let's stand up against the wall when we are getting measured. That seems like the best way. Sarah, can you help me? Sarah?

Narrator: Sarah grabs the measuring tape and starts measuring Gabby's height. [IGNORING]

Sarah: Wow Gabby, you are really tall. It's hard to measure you!

# Blooper or Booster Script

## Teacher Copy

3.1

Grade 3

Nathan: I can help you measure, Gabby. [SUPPORTING]

Sarah: Thanks, Nathan. When we're done, we can both measure Cory.

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Cory: Alright, now we can switch roles! Gabby and I can measure you and...

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Nathan: Actually, Gabby is 1.5 inches taller than you. She said she was 52.5 inches tall. [LISTENING]

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Gabby: I will draw the x-axis and y-axis for our graph. Who wants to label them?

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Nathan: That's right; thanks, Gabby!

Gabby: No problem. My turn! I will pick red! (Gabby starts graphing her height but is having a hard time.) How am I supposed to make sure that my bar is straight? This is so hard! [SUPPORTING]

Nathan: I used my ruler to make my line straight. Here, do you want to borrow it?

Gabby: Sure! Thank you! Wow, my bar is so tall!

# Blooper or Booster Script

## Teacher Copy

3.1

Grade 3

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Nathan: Ok. Hurry, Sarah! Mr. Foster wants us in our seats!

Sarah: I'm trying but there are so many colors to put back!

Cory: I can help you! I'm finished cleaning up our area. **[SUPPORTING]**

Narrator: The students put away all of their materials and get their work stations cleaned up. Each student is sitting in their seat waiting for Mr. Foster.

Mr. Foster: So class, who ended up being the tallest person in your group?

Cory: Gabby is the tallest one in our group! She is 52.5 inches tall! Her parents must be really tall, too!

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Cory: I would like to graph how many siblings...

Sarah: Birthdays! We could graph how many kids in the class have January and February birthdays and the rest of the months, too! **[INTERRUPTING]**

Mr. Foster: That's a great idea, Sarah, but next time, please wait for the person to finish before you speak. Go ahead Cory, what was your idea?

Cory: I think it would be fun to graph how many siblings we all have. I have five brothers and it would be fun to see if anyone has more siblings than me.

Mr. Foster: These are all great ideas! Make sure to write them down so we remember them for next time. Thank you for working so well together and listening to one another! You all make a great team!

# Communication Bloopers and Boosters

## Reference Guide

3.1

Grade 3

### Definitions

### Examples

COMMUNICATION BLOOPERS		Examples	
Interrupting	Stopping someone in the middle of what they are doing or saying.		When someone is excited about an idea, they might interrupt a group member to share their idea.
Ignoring	Failing to recognize other group members' needs or perspectives.		A group member ignores another's request for help because they are focused on completing the task.

COMMUNICATION BOOSTERS		Examples	
Listening	Listening and responding to group members' ideas and questions.		A group member listens and responds to group members' ideas because they are interested in learning from classmates.
Supporting	Encouraging and supporting group members when they need it.		A group member doesn't understand what is being discussed; another member stops the group to provide an explanation before proceeding.



## TIME

35 Minutes

## MATERIALS

Speed Words Game Letter Sheet

Scissors (one per pair)

Active Listening Poster

Supporting Others Poster

Booster Reflection Worksheet

## PREPARATIONS

Photocopy/print the Speed Words Game Letter Sheet (one per pair)

Photocopy/print the Booster Reflection Worksheet (one per pair; print double-sided)

Photocopy/print the Active Listening and Supporting Others posters and locate a spot on your classroom wall to hang them

## GOALS

- ▶ To increase students' awareness of effective Communication Boosters
- ▶ To provide students with an opportunity to practice using Communication Boosters

## KEY CONCEPTS

- ▶ Communication Boosters help us get along and work together in positive ways
- ▶ We listen to and support each other with our ears, eyes, mouth, and body
- ▶ Listening to and supporting others can be challenging

## SET THE STAGE

15 minutes

Remind students about the Communication Blooper or Booster activity:

- ▶ Who can summarize the Communication Blooper or Booster activity?

*Examples: We watched classmates act out a script and we had to identify the Communication Bloopers and Boosters; we learned that Communication Boosters will help us work together; we learned that it is important to catch ourselves when we bloop; we learned that interrupting and ignoring are Bloopers and listening and supporting are Boosters.*

- ▶ Last week, we learned about Bloopers and Boosters. Bloopers, such as interrupting and ignoring, can prevent us from having a good time and being successful when we work together. Listening to and supporting each other are skills that will help us have fun and work well together. Today, we are going to practice these two important skills.

If students participated in the Sanford Harmony Program the previous year, ask them what they remember about listening and responding to others. Let them know that they are going to participate in an activity that will review these ideas and also teach them how to support others.

- ▶ Let's talk about listening. When we listen to each other, we don't only listen with our ears — we listen with our entire body. Let's see how this happens.

Invite one student to come to the front of the room. Ask the student to talk about something that might be meaningful to her/him (e.g., summer vacation, favorite hobby, what he/she did last weekend). Model for your class how to be an active listener with your eyes, ears, mouth, and body.

Write the body parts in rows or columns on the board (eyes, ears, mouth, and body) and record students' observations during the discussion.

- ▶ Let's discuss how I showed that I was listening. How did I listen with my eyes?

*Examples: You looked at her/him; you kept your eyes open.*

- ▶ How about my ears?

*Examples: You listened to what he/she said; you paid attention.*

- ▶ How about my mouth?

*Examples: You kept your mouth closed; you didn't interrupt; when she/he was done talking, you responded to provide support/empathy; you showed you were interested in what she/he was saying by asking questions; you were saying "uh-huh" a lot which showed you were listening and wanted her/him to keep talking.*

- ▶ How about with the rest of my body?

*Examples: You nodded your head to show that you were listening; you faced her/him; you kept still.*

- ▶ All of these things that I did with my eyes, ears, mouth, and body showed that I was actively listening!

Show and discuss the Active Listening poster. Display the poster in the classroom.

**OPTIONAL:** Invite other students to the front of the room to take turns role-playing how to actively listen to each other.

Invite one student to come to the front of the room. Instruct the student to act out a classroom scenario in which they need help with a task (e.g., sighing and looking exasperated while working on a math problem; dropping their books on the floor; having trouble figuring out how to do something on the computer). Model for the class how to provide support (with your eyes, ears, mouth, and body).

- ▶ Now, let's talk about how I provided support. First, how did I provide support with my eyes?

*Examples: You noticed that the student needed help; you watched to see if they might need help.*

- ▶ How about my ears?

*Examples: You listened to what they were saying; you heard that they seemed frustrated.*

- ▶ How about my mouth?

*Examples: You asked them if they needed help; you provided encouragement; you showed empathy by acknowledging her/his feelings.*

- ▶ How about with the rest of my body?

*Examples: You provided help; you lent a helping hand.*

- ▶ What I did with my eyes, ears, mouth, and body showed I was providing support!

Show your students and discuss the Supporting Others poster. Display the poster in your room.

**OPTIONAL:** Invite other students to the front of the room to take turns role-playing how to support each other in various situations.

## FACILITATE THE ACTIVITY

15 minutes

Introduce the activity:

- ▶ Communication Boosters help us get along better with each other and allow us to work together in positive ways; however, they are not always easy to do. It can be difficult listening and supporting each other — especially when we are working together or when we have a lot of distractions in the classroom. That's why it's important to practice! Today, we are going to practice listening to and supporting each other while playing a word game with our buddies!

Place students with their buddies and hand each buddy pair one Letter Sheet, a Boosters Reflection Worksheet, and a pair of scissors. Instruct students to cut out the letters, and provide them with instructions on how to play the Speed Words Game.

- ▶ We are going to practice listening and supporting each other while playing the Speed Words Game! The goal of the game is to create as many words as possible with the letters I give you. You have 2 minutes to do this. When we're finished, I'm going to ask you to talk with your buddy about your experience listening to and supporting each other.

When students are finished cutting out the letters, give them 2 minutes to create and record as many words as possible. When they are finished, ask buddy pairs to share the words they created.

*Examples: team, sat, mat, rat, met, tear, star, Mars, eat, tea, set, steam.*

When students are finished sharing their words, instruct them to complete the Boosters Reflection Sheet with their buddies.



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Cut along dotted line

Cut along dotted line

Cut along dotted line





# Active Listening

- ✓ Pay attention
- ✓ Listen for details



EARS

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



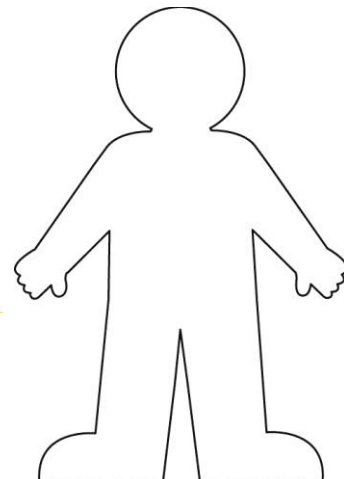
EYES

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



MOUTH

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



BODY





# Supporting Others

- ✓ Listen for clues that someone might need help
- ✓ Listen to the concerns of others



EARS

- ✓ Look for ways to encourage others
- ✓ Watch for situations where someone might need help



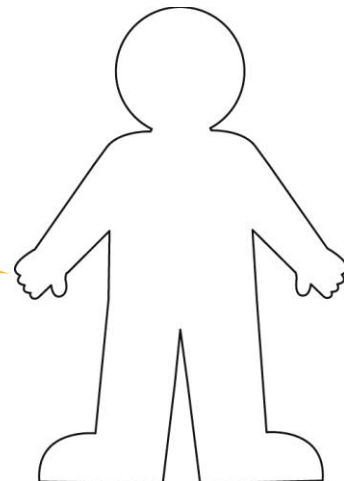
EYES

- ✓ Check in with others
- ✓ Answer questions
- ✓ Provide encouragement
- ✓ Ask others if they need help



MOUTH

- ✓ Lend a hand
- ✓ Help others when they are in need



BODY



How well did we actively listen?

Check the box if the statement applies to you and your buddy



### EARS

1. We paid attention to each other.
2. We listened for details.


### EYES

3. We kept our eyes open.
4. We kept our eyes focused on each other.


### MOUTH

5. We remained quiet when others were talking.
6. We showed interest by smiling, asking questions, or saying "uh-huh."
7. After we finished speaking, we responded to each other.


### BODY

7. We faced the speaker.
8. We stayed still when each other was talking.
9. We showed interest by nodding.

Which of these active listening techniques did you have the hardest time with?

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What are you going to do next time to be better active listeners?

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How well did we support others?

### EARS



1. We listened for clues that someone needed help.
2. We listened to the concerns of others.

Check the box if the statement applies to you and your buddy

### EYES



3. We watched for ways to encourage each other.
4. We watched for situations in which someone needed help.

### MOUTH



5. We checked in with each other.
6. We answered each other's questions.
7. We provided encouragement to each other.

### BODY



8. We lent each other a hand.
9. We helped each other when we were in need.

Which of these techniques did you have the hardest time with?

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What are you going to do next time to better support each other?

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## TIME

40 Minutes

## MATERIALS

Collaboration in Action Record Sheet

Collaboration in Action Blooper and Booster Tickets

## PREPARATIONS

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

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

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

5 minutes

Remind students of their participation in the previous Communication activities:

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

*Examples: We had to name the Communication Bloopers and Boosters when the script was acted out in front of the class; we practiced listening to and supporting our buddies.*

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

*Interrupting and Ignoring.*

- ▶ Who remembers the two Communication Boosters?

*Listening and Supporting.*

Introduce the Collaboration in Action Activity.

- ▶ We have been learning a lot the past few weeks about communicating. We discussed that communicating in groups is very difficult — even for adults! It takes a lot of practice. We are going to play a game to practice using the two Communication Boosters. We are also going to practice staying away from those pesky Bloopers! That's a lot to focus on at one time, right? Well, it may be difficult in the beginning, but, as we practice, we'll keep getting better at it!

## FACILITATE THE ACTIVITY

30 minutes

Provide students with instructions on how to play the Collaboration in Action Game.

- ▶ I am going to put you in teams. Your team needs to work together to come up with five items you would bring if you were on a desert island. You can bring five items with you in addition to the clothes you are wearing, so you need to determine what would give your team the best chance of survival. Write down the items so we can discuss each team's chance of survival!
- ▶ There will be about six students in each group. Four people will discuss the items they would bring and two people will be assigned the important role of Communication Observers. One observer will be responsible for noticing the Communication Bloopers and the other for noticing the Communication Boosters. The Blooper Observers will have tickets and when they notice someone on the team blooping, they will put a Blooper ticket on the table. The Booster Observers will also have tickets and when they notice someone on the team using a Communication Booster, they will put a Booster ticket on the table.
- ▶ Each team will receive 1 point per Booster ticket and will be deducted 1 point for each Blooper ticket. You will receive bonus points for each survival item that the class agrees is essential to have on a desert island. We will vote on each item and if the majority agree the item is essential, you will be awarded a survival point. You can earn up to 5 survival points — 1 survival point per item. Does anyone have any questions?

Place students in diverse groups with approximately six peers. Assign four people as team members and two as observers (one Blooper Observer and one Booster Observer). Place observers on opposite sides of the table. If there are extra students, assign extra observers to teams. Provide each team with a Collaboration in Action Record Sheet and each observer with their corresponding tickets. Have observers stand in a place that does not interfere with the team, but that allows them to place tickets in a convenient spot on the table where the team can observe their progress.

Provide students with additional instructions:

- ▶ When I say go, your team will have 10 minutes to come up with five survival items. Observers, your job is going to be tough! It's not easy identifying Bloopers and Boosters. Just do the best you can and try to stay focused on what's happening with the team. At the end of the game, we will discuss any questions you had regarding the Bloopers and Boosters. Does anyone have any questions? Ok, Go!

Walk around the room and provide assistance as necessary. It may be helpful to make note of some Bloopers and Boosters you hear while circulating. Provide teams with a 5-minute and a 1-minute warning. When the time is up, instruct teams to count the number of Booster and Blooper tickets received and fill out the Collaboration in Action Record Sheet. Afterward, have teams take turns sharing their survival items and have the class vote on each item to decide whether the item should be awarded a survival point. Record survival items and decisions on the board. Ask teams to add any survival points to their record sheet and congratulate the winning team.

If time permits, allow teams and observers 5 minutes to discuss their experience with one another.

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

## WRAP-IT UP

5 minutes

When the teams have finished their group discussions, discuss the experience as a class. Ask:

- ▶ What did you think of the Collaboration in Action Game?
- ▶ Observers, were there any instances in which you had trouble deciding if the team should get a ticket? What were some examples? (Have the class discuss these situations and decide if the team should have been awarded a ticket.)





## TIME

40 Minutes

## MATERIALS

Collaboration in Action Record Sheet

Collaboration in Action Blooper and Booster Tally Cards

## PREPARATIONS

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

Prepare the Collaboration in Action Blooper and Booster Tally Cards (one set of Blooper Tally Card per group; one set of Booster Tally Cards per group)

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

5 minutes

Remind students of their participation in the previous Communication activities:

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

*Examples: We had to name the Communication Bloopers and Boosters when the script was acted out in front of the class; we practiced listening to and supporting our buddies.*

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

*Interrupting and Ignoring.*

- ▶ Who remembers the two Communication Boosters?

*Listening and Supporting.*

Introduce the Collaboration in Action Activity.

- ▶ We have been learning a lot the past few weeks about communicating. We discussed that communicating in groups is very difficult — even for adults! It takes a lot of practice. We are going to play a game to practice using the two Communication Boosters. We are also going to practice staying away from those pesky Bloopers! That's a lot to focus on at one time, right? Well, it may be difficult in the beginning, but, as we practice, we'll keep getting better at it!

## FACILITATE THE ACTIVITY

30 minutes

Provide students with instructions on how to play the Collaboration in Action Game.

- ▶ I am going to put you into teams. Your team will need to work together to come up with 5 items that you would bring with you if your team was going to be on a deserted island together. You can only bring 5 items with you in addition to the clothes that you are wearing so you need to think about the items that would give your team the best chance of survival. Write down your 5 items so we can discuss each team's chance of survival!
- ▶ There will be about six students in each group. Four people will discuss the items they would bring and two people will be assigned the important role of Communication Observers. One observer will be responsible for noticing the Communication Bloopers and the other for noticing the Communication Boosters. The Blooper Observers will have Blooper Tally Cards and when they notice someone on the team blooping, they will make a tally mark under the listed Blooper. The Booster Observers will also have a Tally Card and when they notice someone on the team using a Communication Booster, they will mark the corresponding Booster on the tally sheet.
- ▶ Each team will receive 1 point per Booster ticket and will be deducted 1 point for each Blooper ticket. You will receive bonus points for each survival item that the class agrees is essential to have on a desert island. We will vote on each item and if the majority agree the item is essential, you will be awarded a survival point. You can earn up to 5 survival points — 1 survival point per item. Does anyone have any questions?

Place students in diverse groups with approximately six peers. Assign four people as team members and two as observers (one Blooper Observer and one Booster Observer). Place observers on opposite sides of the table. If there are extra students, assign extra observers to teams. Provide each team with a Collaboration in Action Record Sheet and each observer with their corresponding Tally cards.

Provide students with additional instructions:

- ▶ When I say go, your team will have 10 minutes to come up with five survival items. Observers, your job is going to be tough! It's not easy identifying Bloopers and Boosters. Just do the best you can and try to stay focused on what's happening with the team. At the end of the game, we will discuss any questions you had regarding the Bloopers and Boosters. Does anyone have any questions? Ok, Go!

Walk around the room and provide assistance as necessary. It may be helpful to make note of some Bloopers and Boosters you hear while circulating. Provide teams with a 5-minute and a 1-minute warning. When the time is up, instruct teams to count the number of Booster and Blooper tickets received and fill out the Collaboration in Action Record Sheet. Afterward, have teams take turns sharing their survival items and have the class vote on each item to decide whether the item should be awarded a survival point. Record survival items and decisions on the board. Ask teams to add any survival points to their record sheet and congratulate the winning team.

If time permits, allow teams and observers 5 minutes to discuss their experience with one another.

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

## WRAP-IT UP

5 minutes

When the teams have finished their group discussions, discuss the experience as a class. Ask:

- ▶ What did you think of the Collaboration in Action Game?
- ▶ Observers, were there any instances in which you had trouble deciding if the team should get a tally? What were some examples? (Have the class discuss these situations and decide if the team should have been awarded a tally.)

- ▶ Team Members, look at your record sheet. Which Communication Blooper gave you the most trouble? How can we work on avoiding that Blooper?
- ▶ Which Communication Booster was difficult for your team? Which was easy?

**EVERYDAY MOMENTS**

- ▶ Play the Collaboration in Action (CIA) Game frequently to help students practice using Communication Boosters and avoiding Communication Bloopers. The CIA Game can be incorporated into any cooperative learning activity.

**NOTES**

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**INSTRUCTIONS:**

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

Team Members:

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Observers:

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Cooperative Learning Activity:

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Listening		Supporting		Booster Points
	+		=	

Interrupting		Ignoring		Blooper Points
	+		=	

TOTAL TICKET SCORE:

--

+

Survival  
Points

--

=

GRAND  
TOTAL:

--



<b>✕ INTERRUPTING ✕</b>	<b>✕ INTERRUPTING ✕</b>	<b>✕ INTERRUPTING ✕</b>
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✓ LISTENING ✓	✓ LISTENING ✓	✓ LISTENING ✓
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✓ SUPPORTING ✓	✓ SUPPORTING ✓	✓ SUPPORTING ✓
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# Problem Solving





### CONTENTS

This unit contains all the resources needed for teaching *Grade 3 Unit 4: Problem-Solving*. Resources include Activities, Games, and Supplemental Materials.

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

#### Activity 4.1

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

#### Activity 4.2

**Stop, Think, and Cool Off!** Students practice monitoring and rating their feelings in conflict situations and learn to use **Calm Breathing** as a tool to regulate their emotions.

#### Activity 4.3

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

#### Activity 4.4

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



## ACTIVITY SNAPSHOTS

### Activity 4.1

**The Animals of Conflict** — Students identify common conflicts that occur at school and discuss different approaches to resolving them.

### Activity 4.2

**Stop, Think, and Cool Off!** Students practice monitoring and rating their feelings in conflict situations and learn to use **Calm Breathing** as a tool to regulate their emotions.

### Activity 4.3

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

### Activity 4.4

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

## DESCRIPTION

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

## RESEARCH CONNECTIONS

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

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



## TIME

35 Minutes

## MATERIALS

Unit 4 Home-School Connection Letter

Strips of paper (one per student)

Teacher Reference Guide

## PREPARATIONS

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

Prepare one strip of paper for each student

Review Teacher Reference Guide

## GOALS

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

## KEY CONCEPTS

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

### SET THE STAGE

5 minutes

Remind students about their experiences in the Communication Unit:

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

*Examples: We learned about Communication Bloopers and Boosters; we practiced listening to and supporting others with our eyes, ears, mouths, and bodies; we played the Collaboration in Action game and practiced using Communication Boosters in groups.*

- ▶ What were some of the important things you learned while participating in these activities?

*Examples: We learned how to listen and support one another; we learned how to catch ourselves when we bloop; we learned that it takes a lot of practice to become better communicators.*

Introduce the activities in the Problem-Solving Unit:

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

*Examples: Arguing with a sibling over sharing clothes or space at home; not wanting a friend to borrow an item; getting upset if someone talks behind my back; disagreeing about where the ball landed when playing Four Square; arguing with parents because they won't let me sleep over my friend's house; fighting with someone at school because they have been bullying my best friend.*

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

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

- ▶ Conflict has many benefits; we just need to learn how to resolve them effectively!

### FACILITATE THE ACTIVITY

25 minutes

Place students in diverse groups. Hand out strips of paper and instruct each to write down a conflict.

- ▶ I want each of you to think about conflicts that happen in school—in the classroom, in the hallways, in the lunchroom, or on the playground. Write down the conflict on the strip of paper.



Walk around the room and provide assistance as necessary. When students are finished writing down their conflicts, collect the strips of paper and put them in a bowl. Select one conflict from the bowl and instruct students to brainstorm different strategies for solving this conflict. Invite students to brainstorm all different types of solutions (positive and negative) so they can practice recognizing the different approaches to problem-solving.

*Example:*

**Conflict:** One of your classmates made fun of your new haircut.

**Responses:** Ignore the classmate; tell the classmate to stop making fun of me; say stop and push the classmate down; make fun of the classmate's outfit; talk privately to the classmate and tell them that it hurts my feelings; pretend I didn't hear the classmate; laugh and pretend I think it's funny.

When finished brainstorming solutions as a class, instruct students to practice brainstorming solutions in their groups. Randomly select strips of paper from the bowl and assign each group one conflict. You may want to screen conflicts before assigning them to make sure they are appropriate.

- ▶ I am handing each group one conflict. As a group, brainstorm possible responses to this conflict. The responses could be solutions you think are appropriate or inappropriate. The goal is to think of different ways that someone your age might handle this situation. Have one person in your group write down the ideas so you can share them with the class.

Provide students with instructions on selecting the person who records their ideas (e.g., the person who has a birthday coming up next) so they do not take too much time on this process.

Give students about 5–10 minutes to write down their ideas. When finished, draw three columns on the white board. The columns represent passive, assertive, and aggressive problem-solving styles. Invite groups to share their problem-solving responses. Record those in the appropriate columns on the board (see Teacher Reference Guide for descriptions of the three approaches to problem-solving). If groups do not provide any responses that fit with one of the approaches, prompt the class to think about responses that fit with that approach. When the groups are finished sharing, introduce the three different problem-solving approaches.

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

*Examples: The person isn't expressing their feelings; they are letting people take advantage of them; they seem uncomfortable handling conflict.*

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

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

- ▶ This is an assertive approach to resolving conflict because the person is expressing their feelings directly and respectfully and is trying to think of solutions to the problem. People who use this approach are Solution Finders! An owl is a good animal to represent this type of approach.
- ▶ What do you notice about the responses in the last column (**aggressive approach**)?

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

- ▶ This is an aggressive approach to resolving conflict because the person is being hostile and is attacking the other person either verbally or physically. People using this approach are Conflict Controllers. A shark is a good animal to represent this type of approach.

**TIP:** Have students identify and vote for animals that represent the different conflict styles instead of using the turtle-owl-shark framework.

- ▶ We identified three different approaches to resolving conflict. Which approach do you think is the most successful? Why?
- ▶ Resolving conflict like an owl usually helps us reach solutions that benefit ourselves and others.

## WRAP IT UP

5 minutes

Discuss the experience. Ask:

- ▶ What did you learn about conflict?

- ▶ What challenges would we face if we used the owl approach to resolving conflicts?
- ▶ It could be difficult knowing how to resolve conflict as an owl in conflict situations. We are going to take our time and practice these skills together. During the next few weeks, we learn steps to help guide us on how to solve conflicts like an owl and make the most out of conflict situations!

### EVERYDAY MOMENTS

- ▶ When conflicts are illustrated in academic materials or occur between people in the school, discuss the three different problem solving approaches using language from this activity (e.g., turtle, owl, and shark).
- ▶ Instruct students to complete a weekly homework assignment where they identify conflict strategies that are present in their environment or the media.
- ▶ Keep the remaining conflicts the students identified in the bowl. Select a “conflict of the day” from the bowl and schedule a regular time (e.g., during Meet-up) to brainstorm responses that match the different approaches to solving conflicts (turtle, owl, and shark). Invite students to add conflicts to the bowl if they would like to spend time discussing these situations with the class.

## NOTES

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Dear Parent/Guardian(s):

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

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

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

Resolving interpersonal conflict and learning new skills can be challenging; however, students will become more comfortable resolving problems as they spend time learning and practicing how to Step It Up in various contexts. Below are some Home–School Connection Tips to help your child practice using the Step It Up approach at home. By extending their skills out of the classroom and into your home, students will be encouraged to readily apply the skills that will promote positive interpersonal relationships in real-life situations.

### HOME–SCHOOL CONNECTION TIPS

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1. When watching TV or movies with your child, discuss the different conflict strategies illustrated. Did the characters use a turtle, shark, or owl approach? Was their approach successful?
2. Discuss the approach that different family members have used to resolve conflict and the costs and benefits of each approach.
3. When problems or conflicts occur at home, help your child practice using the Step It Up approach. Use the worksheet attached to this letter to assist you with following the steps.
4. Hang the Step It Up Poster (see attached) somewhere in your house (e.g., on the refrigerator) to remind your child and other family members to *Step It Up*.
5. Prompt your child to teach other family members and friends how to *Step It Up*!

\*\*\*\*\*

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

Sincerely,





How might a/an \_\_\_\_\_ resolve conflict?

Turtle



*The Conflict Avoider*

*Turtles might...*

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

Owl



*The Solution Finder*

*Owls might...*

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

Shark



*The Conflict Controller*

*Sharks might...*

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



## TIME

40 Minutes

## MATERIALS

Step It Up Poster

Feelings Thermometer Poster

Feelings Thermometer Worksheet

Teacher Reference Guide

Relaxation Homework Worksheet

## PREPARATIONS

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

Photocopy/print the Feelings Thermometer Worksheet (one for each Buddy pair)

Photocopy/print the Relaxation Homework Worksheet (one per student)

Review the Teacher Reference Guide to familiarize yourself with the Calm Breathing procedures

## GOALS

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

## KEY CONCEPTS

- ▶ It's important to pay attention to our feelings during conflicts
- ▶ It's important to be calm when we talk to someone about a conflict
- ▶ We can use strategies to calm ourselves when we have strong feelings

### SET THE STAGE

10 minutes

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

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

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

- ▶ What did you learn from the Animals of Conflict activity?

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

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

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

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

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

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

- ▶ Do you think different people always feel the same way when faced with the same conflict?
- ▶ Probably not. For instance, if someone took your last piece of gum without asking, Jamie feels angry while Josh feels disappointed.
- ▶ Not only do we have different feelings but also the strength of our feelings is different. Some situations make us more upset than others. For example, some of us get a little angry if a friend ate our last piece of gum without asking, and some of us get really angry. Remember when we discussed empathy, we learned that everyone has different feelings in different situations.

Introduce students to the Feelings Thermometer Poster and explain how to use it to rate their feelings.

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

*Examples: 1 or 2.*

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

*Examples: 4 or 5.*



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

*Examples: No!*

- ▶ Why isn't this a good idea?

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

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

*Examples: 1 or 2.*

- ▶ We decided that feeling levels 1 or 2 indicate we are in control of our emotions and are ready to talk about the conflict, but levels 3, 4, and 5 indicate that we are not quite ready.
- ▶ Let's practice rating our feelings so we will know when we are ready to talk about conflict.

## FACILITATE THE ACTIVITY

25 minutes

Pair students with a buddy and distribute one Feelings Thermometer Worksheet to each pair. Instruct students to read each scenario, decide how they feel, and rate the level of their feelings. After groups are finished completing the worksheet, invite them to share their feelings and levels. Ask:

- ▶ Did you and your partner/buddy always have the same feelings?
- ▶ Were your feelings always the same strength?
- ▶ What did you learn about reacting to different types of conflicts?

After you are finished reviewing the Feeling Thermometers Worksheet, discuss physical reactions to different feelings.

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

*Examples: Heart beating faster; face getting red; fists balled up; eyebrows furrowed; arms crossed.*

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

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

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

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

- ▶ There are many different strategies that help us feel better when we have strong feelings. It's often helpful to learn and practice different strategies because a strategy that works best for one person does not necessarily work best for another.
- ▶ Today, I'd like us to learn and practice one type of strategy that many people use to help themselves cool off and take control of their feelings. It has to do with how we breathe. When we have very strong feelings, we take short and fast breaths, like this! (Illustrate what rapid breathing looks like.) What happens when we breathe like this?

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

- ▶ This is how it works (**demonstrate Calm Breathing**). I am going to pretend I'm blowing bubbles and I want to blow a really big bubble. To make it, I'm going to need lots of air. First, I'm going to take a slow, deep breath and fill up my belly with lots of air. When I do this, it's very important that the only thing moving in my body is my belly — nothing else! Once I have all the air in my belly, I am ready to blow my bubble. To make a big bubble, I need to blow really, really slowly or it will pop! As I blow my bubble, I'm imagining that all of my strong feelings are leaving my body and going into my bubble. I can do this as many times as I need until my strong feelings have left my body and I feel relaxed.

**Provide students with the opportunity to practice Calm Breathing while sitting in their seats (see Teacher Reference Guide). You may choose to play relaxing music.**

### Tips for Calm Breathing

- ▶ Have students silently count to 3 as they inhale and fill their bellies with air so they practice taking in a slow breath.
- ▶ Instruct students to place their hands on their bellies to help them recognize that they should be filling them (not their chests) with air.
- ▶ Have students hold their breath for about 2 seconds before they exhale and blow their bubble.
- ▶ Have students silently count to 5 as they exhale to encourage them to exhale slowly.
- ▶ Remind students that only their bellies should be moving when they inhale.

- ▶ Calm breathing is only one way to help us cool off and relax. There are also many other ways. For homework, practice calm breathing and teach someone in your family how to do it, too. Then, I want you to think of at least two other strategies you can use to help cool off when you have strong feelings. When you return your assignment, we will share our strategies so we can learn and teach one another helpful ways to calm down!

Distribute the Relaxation Strategies Homework. When students return the assignment, have them share their relaxation strategies and the experiences they had teaching a family member calm breathing.

## WRAP IT UP

5 minutes

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

- ▶ What do you think about calm breathing?
- ▶ When would calm breathing be helpful?
- ▶ How does calm breathing help if you get nervous? Angry?
- ▶ Does calm breathing help if you can get your feeling levels down to a 1 or 2?

### EVERYDAY MOMENTS

- ▶ When appropriate (e.g., during Meet-up or when discussing an issue with a student), refer to the Feelings Thermometer poster and ask students to identify how they are feeling and rate their level.
- ▶ Refer to the Feelings Thermometer poster as needed to help students monitor and regulate their feelings (e.g., *"I can see that everyone is really excited and energized after having a good time at recess. It's time for silent reading now so we need to bring our excitement down to a 2."*).
- ▶ Start each day with a minute of deep breathing to help students practice relaxing and transitioning to their school day. Whenever the class becomes chaotic or disruptive, you may want to instruct students to take a minute to practice calm breathing.
- ▶ During conflicts, remind students to use the skills they learned during this activity.
- ▶ Set up a relaxation corner in your classroom where students can go when they need to take a break and relax. Have specific items there to help create a relaxing environment (e.g., pillows, bean bags, stress balls, relaxing music with headphones).

## NOTES

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How do we resolve conflict?

# Step It Up!

S

Stop,  
think,  
and  
cool  
off

Take a  
break and  
regulate  
your  
emotions  
before  
you try  
to  
resolve  
the  
conflict!

T

Talk  
it out

Engage in  
respect-  
ful  
dialogue  
and put  
both  
sides of  
the story  
out on  
the  
table!

E

Evalu-  
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possi-  
ble  
solu-  
tions

Come up  
with  
solutions  
that are  
satisfact-  
ory to  
everyone  
involved!

P

Pick a  
realis-  
tic  
solu-  
tion

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



# How Are You Feeling?



Angry



Embarrassed



Excited



Happy



Disappointed



Sad

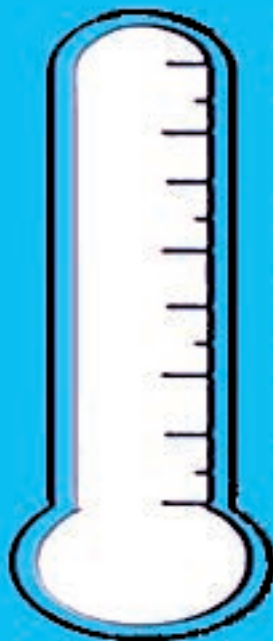


Afraid



Other

# What Is Your Level?



Level 5 – Very Strong

Level 4 – Strong

Level 3 – Neutral

Level 2 – Mild

Level 1 – Very Mild





# Feelings Thermometer Worksheet

4.2

Grade 3

**INSTRUCTIONS:** Read each scenario with your buddy. Then, discuss the emotion and level of that emotion you would be feeling if that scenario happened to you. Write your emotion on the line and fill in the thermometer to the level you most relate to.

\_\_\_\_\_  
Partner 1 (Name)

\_\_\_\_\_  
Partner 2 (Name)

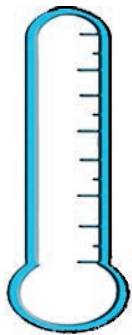
**Scenario 1:** You and your little brother are swimming in your pool when he cannonballs right in front of you and gets water in your eyes. You ask him not to do it again, but he continues to splash you.

Partner 1

How are you feeling?

Partner 2

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



Level 5 – Very Strong

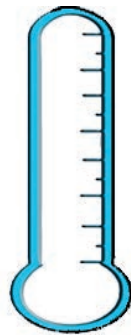
Level 4 – Strong

Level 3 – Medium

Level 2 – Mild

Level 1 – Very Mild

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



Level 5 – Very Strong

Level 4 – Strong

Level 3 – Medium

Level 2 – Mild

Level 1 – Very Mild



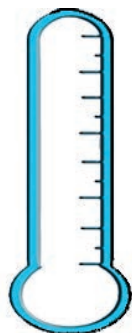
**Scenario 2:** Your teacher is going over the study guide for tomorrow's test. A friend sitting close by keeps passing notes to you while the teacher is talking. You quietly ask her to stop because you're trying to pay attention, but she doesn't listen.

Partner 1

How are you feeling?

Partner 2

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



Level 5 – Very Strong

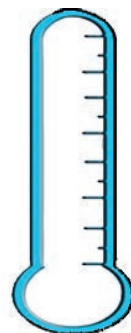
Level 4 – Strong

Level 3 – Medium

Level 2 – Mild

Level 1 – Very Mild

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



Level 5 – Very Strong

Level 4 – Strong

Level 3 – Medium

Level 2 – Mild

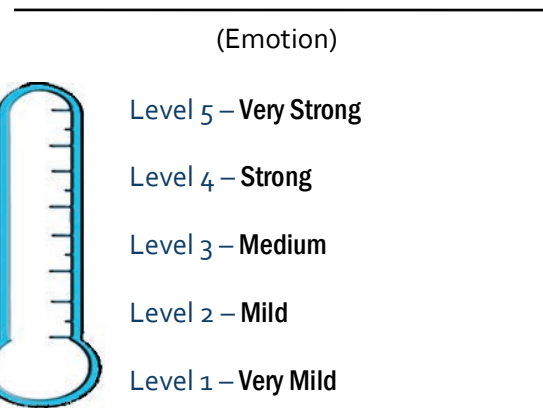
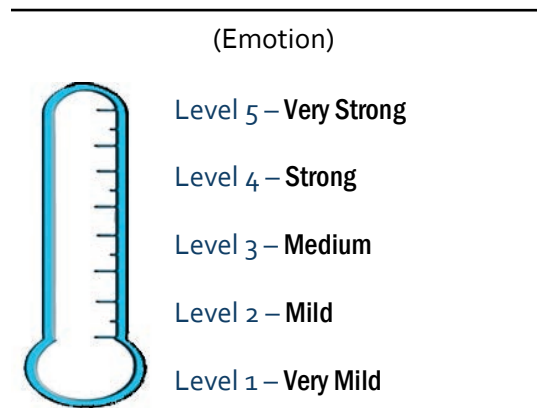
Level 1 – Very Mild

**Scenario 3:** You loan a dollar to a friend so he can buy a candy bar. You ask him to pay you back the following day because you need the money to buy lunch. The next day, you get to school and find out that he forgot the money at home.

How are you feeling?

Partner 1

Partner 2

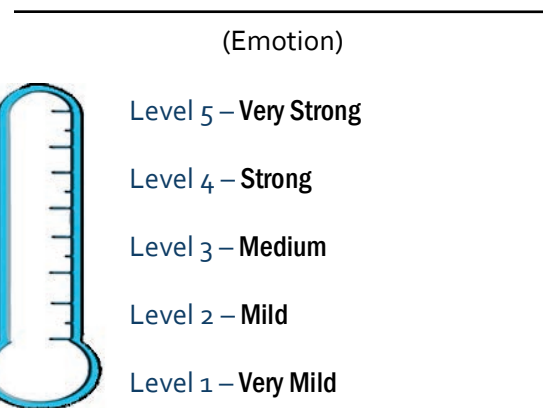
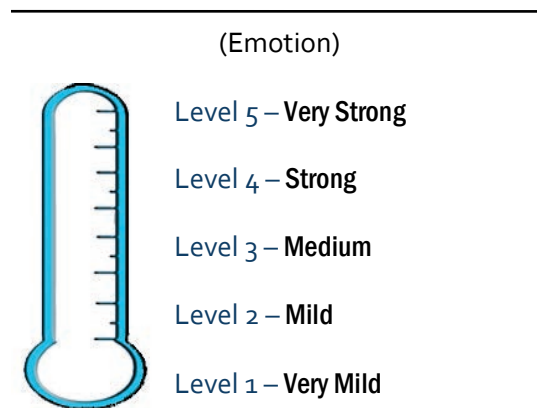


**Scenario 4:** You and your cousin are watching a movie you've been excited to see. Your cousin has already seen the movie, and you ask her not to tell you what happens. She decides later that she can't wait and blurts out the ending.

How are you feeling?

Partner 1

Partner 2



# Teacher Reference Guide

## Calm Breathing Script

4.2

Grade 3

**Lead students through the following exercise, which will introduce them to a breathing technique that can be used to calm themselves when experiencing strong emotions.**

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

***Repeat about 5 times.***



**INSTRUCTIONS:** Teach a parent, sibling, or friend the calm breathing exercise you practiced in class. Explain that you are teaching them a technique that can be used to calm themselves when experiencing strong emotions.

### Calm Breathing Exercise

Pretend you are blowing bubbles and you want to blow a *really* big bubble. To make it, you are going to need a lot of air in your belly. Place one hand on your belly and slowly breathe in a lot of air — through your nose and into your belly. When you do this, only your belly should be moving and nothing else. You only want to breathe air into your belly and not your chest. You should see your hand rise when you fill your belly with air. Hold your breath for 2 seconds. Now, very slowly, exhale, pretending you are blowing a really big bubble. It should take you about 5 seconds to blow all of the air out of your belly. When you do this, imagine that your stress and strong feelings are leaving your body and going into the bubble, and as it does, you will start to feel relaxed. *(Repeat a few times)*

1. Whom did you teach? \_\_\_\_\_

2. Ask your parent/sibling/friend: How much do you think this breathing exercise would help if you were experiencing strong emotions? *(Circle their response)*

Not at all

A little bit

Somewhat

Very much

3. How else do you calm down when you are feeling strong emotions? Circle all that apply and draw a square around those that apply to your parent/sibling/friend:

Talk to a friend

Practice breathing

Imagine a peaceful place

Go for a walk

Imagine a fun place

Read a book

Listen to music

Go outside

Count to 10

Think of something funny

Create art

Lay down

Other: \_\_\_\_\_



## TIME

45 Minutes

## MATERIALS

Talk It Out Scenario Cards

Talk It Out Worksheet

Feelings Thermometer Poster

Active Listening Poster (from Unit 3)

## PREPARATIONS

Prepare the Talk It Out Scenario Cards

Photocopy/print the Talk It Out Worksheet (1 per 3-person group)

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

15 minutes

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

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

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

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

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

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

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

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

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

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



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

- ▶ Yes, when we put someone down, we are blaming them, saying something bad about them, or making fun of them in some way. For example, imagine that Ashton is upset with Ava because she laughed out loud when he tripped in the hallway. What would be an example of a put-down statement?

*Example: "You are so rude!" "I hope everyone laughs at you the next time you hurt yourself!" "What's wrong with you, Ava? What kind of person laughs when someone trips and hurts themselves?"*

- ▶ If Ashton said some of these things to Ava, how would she react?

*Examples: Ava would get mad; they would get even angrier; their feelings would be hurt.*

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

*Examples: Ashton would solve the problem like a shark.*

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

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

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

*Examples: I felt sad when I tripped and saw you laughing; I felt embarrassed when I fell and saw you laughing.*

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

*Examples: I would like it if you would help me up next time; if I trip again, I would like it if you checked to make sure I'm ok.*

- ▶ Once Ashton is feeling calm, he can tell Ava, "I felt sad when I tripped and saw you laughing. I would like it if you would help me up next time."
- ▶ We are going to do an activity where we practice telling the difference between put-down statements and clear-it-up statements!

## FACILITATE THE ACTIVITY

20 minutes

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

- ▶ I am handing out a card to each person. It will have a scenario, a put-down statement, or blank lines. There will be a number on your card. Once I'm finished handing out the cards, find the two other people in the class who also have your group number. There will be about three people in each group. You'll meet with your group and complete the Talk It Out Worksheet. As a group, decide which is a put-down statement and which is a clear-it-up statement so that you can paste them on the worksheet. Then, decide how each of you would feel if the put-down and clear-it-up statements were directed at you.

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

## WRAP IT UP

10 minutes

At the end of the activity, discuss the experience with your students. Ask each group to report their scenario and responses to the class. Ask:

- ▶ What's different about the put-down and clear-it-up statements?
- ▶ How did the put-down statements make you feel?
- ▶ How did the clear-it-up statements make you feel?
- ▶ What were challenges with using clear-it-up statements? How can we work together to meet these challenges?
- ▶ What are some other clear-it-up statements the person in the scenario could have said?

**TIP:** Have students tally and graph the types of feelings (e.g., angry) and/or feeling levels (e.g., level 5) that resulted from the put-down versus clear-it-up statements in the Talk It Out Worksheet. This will help students recognize the differential impact that put-down and clear-it-up statements have on others.







<p>1. Scenario: Sam is reading his favorite book during class free time when May asks if he wants to play a game. When Sam says no thank you, May calls him a nerd and walks away.</p>	<p>1. "Well if I'm a nerd, then you're a bully!"</p>	<p>1. "I felt sad when you called me a nerd. Please don't call me a nerd, May, and I won't call you names,, either."</p>
<p>2. Scenario: On her way home from school, Trina can't stop thinking about the candy bar she's been saving from her birthday. She can't wait to get home and eat it for her after-school snack. When she walks in the door, her brother Jason is just finishing the last bite.</p>	<p>2. "You need to learn to keep your hands off of other people's things!"</p>	<p>2. "I feel frustrated that my candy bar is gone. I've been looking forward to eating it all day. I'd like you to ask me before you eat my special treats."</p>
<p>3. Scenario: At dinner, Trevor's parents tell him that the family will be moving away this summer. Trevor is upset and calls to tell his best friend Matt. Trevor asks Matt to keep it a secret, but when he gets to school the next day, several friends come up to him and ask about the move.</p>	<p>3. "You're such a blabbermouth Matt! Can't you keep quiet about anything?"</p>	<p>3. "I'm angry that you told everyone about my family's move, Matt. I want to be able to trust you when I tell you to keep it secret."</p>
<p>4. Scenario: The teacher, Mr. Smith, is writing on the board when someone throws a paper airplane at him. Mr. Smith assumes it was Katie because the airplane is made of the same paper that is on her desk. Katie saw Andy throw the airplane, but he won't admit it, even when Mr. Smith scolds Katie in front of the class.</p>	<p>4. "Andy, you're so sneaky! How could you let me get in trouble for something you did?"</p>	<p>4. "Andy, I was embarrassed when Mr. Smith yelled at me for throwing the paper airplane. I would like you to tell Mr. Smith that it wasn't me who threw the airplane."</p>





<p>5. Scenario: Jake is walking over to the drinking fountain after a long and hard karate class. He is just about to take a drink when Kayla, another karate student, pushes her way to the front of the line.</p>	<p>5. "You're such a bully, Kayla! I was in line before you!"</p>	<p>5. "Kayla, I feel frustrated that you cut in front of me in line. I waited in line for a drink. Next time, could you please do the same?"</p>
<p>6. Scenario: Carly and Devin are taking turns going across the monkey bars during recess. When Carly falls off after only the first bar, she runs back, cuts in front of Devin, and takes another turn.</p>	<p>6. "You never wait your turn, Carly. You're so unfair."</p>	<p>6. "Carly, I'm feeling frustrated that you took another turn. Next time either of us falls off the monkey bars, let's make sure that the other person has their turn before we go again."</p>
<p>7. Scenario: Tori and her cousin Blake are trying to decide which movie to watch during their sleepover. After a rock-paper-scissors battle, it's decided that they will watch Tori's movie pick. Even though Tori won, Blake refuses to watch her movie.</p>	<p>7. "You're no fun to hang out with, Blake! You only have fun if we do what you want to do!"</p>	<p>7. "Blake, I feel sad that you're not watching this movie with me. We agreed that to use rock-paper-scissors to decide which movie to watch. I would like us to follow through on what we decide."</p>
<p>8. Scenario: Alex and Tyler are at the petting zoo when their mom offers to give each enough money for one bag of feed. Alex told Tyler he would run and get both bags. When Tyler comes back from the bathroom, he finds that Alex has already handed out all of the food to the animals.</p>	<p>8. "You're so mean, Alex! You knew that one of those bags of food was for me!"</p>	<p>8. "I feel disappointed that I didn't get to feed the animals, Alex. One of the bags of food was supposed to be for me. Next time, I would like you to save me a bag of food."</p>



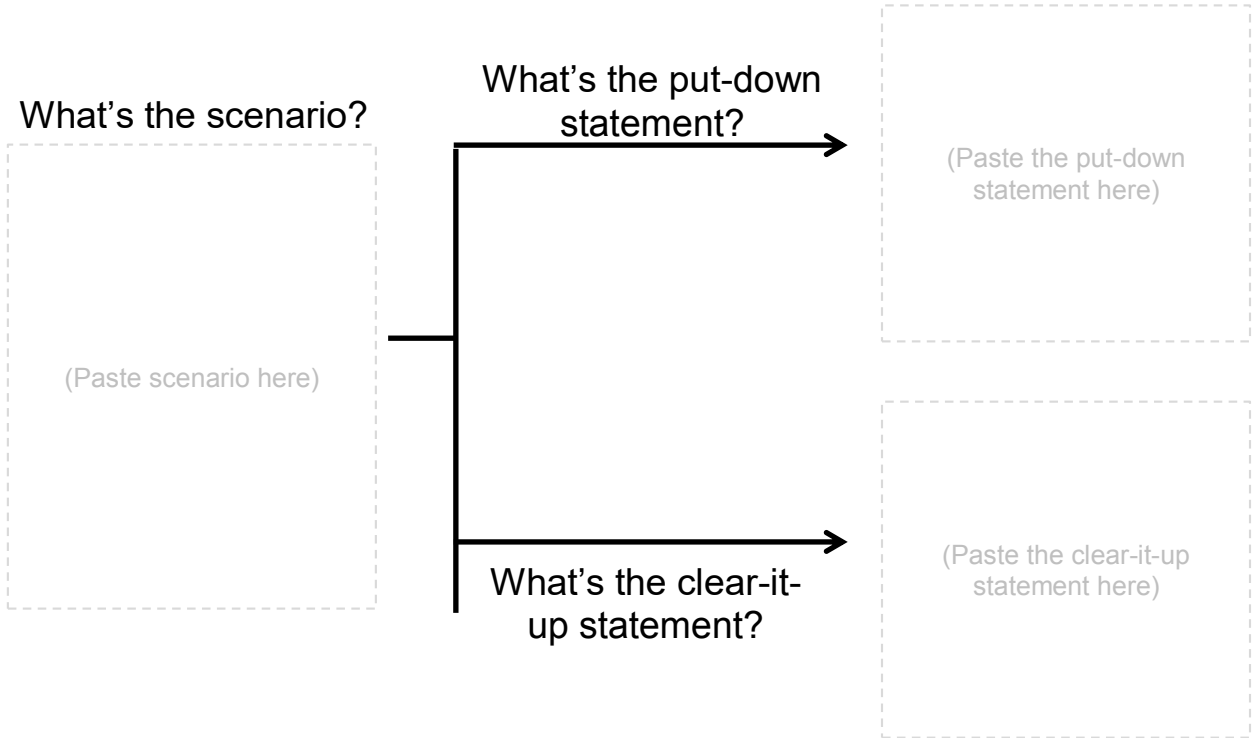
<p>9. Scenario: Lauren and Casey are working on a space project together after school. They are arguing what color they need to paint Jupiter when Lauren's mom calls her into the other room. When Lauren gets back, she finds that Casey is already painting Jupiter.</p>	<p>9. "You're so selfish, Casey! That's the wrong color and I told you to wait for me!"</p>	<p>9. "I feel irritated that you painted the planet without me. I would like you to wait for me when we are working on a project together. "</p>
<p>10. Scenario: Nathan is riding his bike after school when his neighbor Heather comes outside to play. Heather asks to ride Nathan's bike. When Nathan politely says no, Heather storms off and tells Nathan's mom that he pushed her so that Nathan will get into trouble.</p>	<p>10. "Heather you are such a liar! I'm never playing with you again!"</p>	<p>10. "Heather, I felt angry that you told my mom I pushed you when I didn't do that. I know you were disappointed that I didn't let you ride my bike. I would like you to be honest and tell me how you feel next time."</p>







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

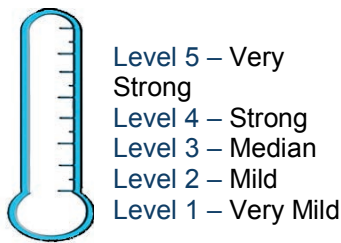


Rate how each of you would feel if the put-down and clear-it-up statements were directed at you in this scenario.

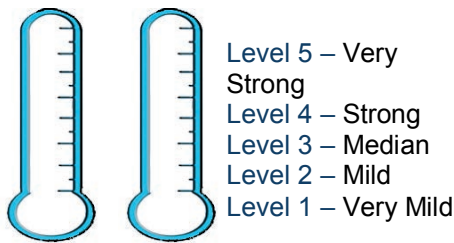
\_\_\_\_\_ (Name)

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

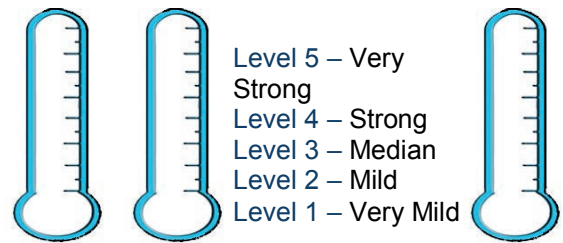
\_\_\_\_\_ (Name)



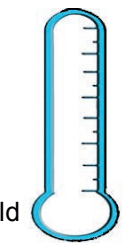
Feeling after put-down



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



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



Feeling after clear-it-up



# Active Listening

- ✓ Pay attention
- ✓ Listen for details



EARS

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



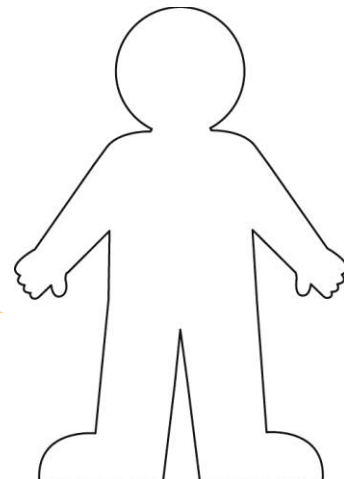
EYES

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



MOUTH

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



BODY



## TIME

40 Minutes

## MATERIALS

Step It Up Worksheet

Conflict Scenario Cards

Step It Up Bookmarks

## PREPARATIONS

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

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

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

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

## GOALS

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

## KEY CONCEPTS

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

## SET THE STAGE

15 minutes

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

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

*Example: Jonah and Brittney agree to play hopscotch together on the playground. When they get to the playground, Brittany changes her mind and says that she wants to play on the monkey bars instead. Jonah still wants to play hopscotch. What should they do?*

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

- ▶ What's the problem in this conflict?  
  
*Example: Jonah and Brittany want to play together on the playground, but they both want to do different things.*
- ▶ Let's look at the first step of Step It Up: Stop, Think, and Cool off. How do you think Jonah is feeling? What is his level? What are Brittany's feelings and level?  
  
*Examples: Jonah (disappointed, level 3); Brittany (torn, level 3).*
- ▶ If Jonah and Brittany have strong feelings, what strategies can they use to calm down in this situation?  
  
*Examples: Calm breathing; humor; count to 10.*
- ▶ Now that they've identified their feelings and are calm, Jonah and Brittany are ready to Talk It Out. What clear-it-up statements could they use to express their feelings and perspectives to each other?  
  
*Example: Jonah: "I was looking forward to playing hopscotch with you. I'm feeling disappointed that you don't want to play anymore. We decided to play hopscotch and I would like us to follow through on what we decided." Brittany: "I'm feeling torn about playing hopscotch with you. I know I said I would play hopscotch, but I changed my mind. I would like you to play on the monkey bars with me instead."*

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

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

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

*Examples: It helps them determine which solution works best; it helps them consider whether the solution is fair.*

- ▶ Let's think about possible solutions and consequences for Jonah and Brittany.

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

**Have students discuss together which solution they would want to try out if they were in that situation.**

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

## FACILITATE THE ACTIVITY

15 minutes

**Place students in pairs with their buddy and distribute one Step It Up Worksheet to each pair. Provide students with instructions.**

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

Solutions	Consequences
Jonah and Brittany play hopscotch together	Jonah will be happy, but Brittany won't have an opportunity to go on the monkey bars
Jonah and Brittany play on the monkey bars together	Brittany will be happy, but Jonah won't have an opportunity to play hopscotch
Jonah and Brittany play one game of hopscotch and then play on the monkey bars together	Jonah and Brittany get to do the activity they want together
Jonah plays hopscotch and Brittany plays on the monkey bars	They get to do the activity they want, but not together

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

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

## WRAP IT UP

10 minutes

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

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

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

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

## EVERYDAY MOMENTS

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







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

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

What's the problem?

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

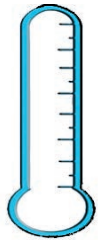
Stop, think, and cool off:

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

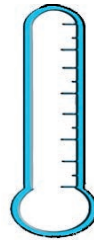
Student 2: How are you feeling? What is your level?

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

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



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



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

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

---

Talk It Out:

Student 1: Use a clear-it-up statement to express your perspective.

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

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

Student 2: Use a clear-it-up statement to express your perspective.

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

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

When using clear-it-up statements, remember to:

1. State your feelings
2. State your request

Evaluate possible solutions and consequences:

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

Solutions	Consequences
1.	1.
2.	2.
3.	3.
4.	4.

Pick a realistic solution:

Which solution was chosen?

---

Are you both willing to try out this solution?

Student 1:

Yes

No

Student 2:

Yes

No

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



**Way to Step It Up!**



<p>1. Alex agreed to go see a movie with Taylor after school on Friday. But when Friday arrived, Taylor told Alex that she couldn't go.</p>	<p>2. Taylor volunteered to solve a math problem on the chalkboard. When the teacher said it was incorrect, Alex started snickering.</p>	<p>3. Alex took a picture with his phone of Taylor when she was making a silly face and then sent it to some classmates without asking her if it was ok.</p>
<p>4. Taylor and Alex were working on a class project together. While Alex was busy completing the task, Taylor kept visiting with other classmates.</p>	<p>5. Alex lent Taylor one of his favorite books. She was supposed to return it to Alex when she was finished, but she accidentally dropped it in the pool.</p>	<p>6. Taylor told Alex a secret and asked him not to tell anyone. The next day at school, Taylor overheard some classmates talking about what she told Alex.</p>
<p>7. Alex finished his math homework early. Taylor whispered to Alex, "Let me copy your answers." Alex said no, so Taylor decided to scribble all over his paper.</p>	<p>8. It was twin day at school, and Alex and Taylor had decided the day before that they would wear matching t-shirts. When Taylor got to school the next day, Alex was not wearing the t-shirt they had decided on.</p>	<p>9. During lunch, Taylor was still hungry. She asked Alex to share some of his lunch, but Alex said no. Taylor felt Alex was being selfish.</p>
<p>10. During a sleepover at Taylor's house, Alex wouldn't get off of his phone. Taylor was frustrated and felt ignored by Alex's behavior.</p>	<p>11. On Alex's birthday, Taylor brought balloons to school for him. Taylor thought that Alex would do the same when it was her birthday. But, when Taylor's birthday rolled around, Alex did not bring balloons to school.</p>	<p>12. The teacher instructed the class to pick a partner for the science fair project. Taylor and Alex decided to work together, but they couldn't agree on what science experiment to work on.</p>
<p>13. Alex found out he got a D on his spelling test. Taylor saw his grade and told other classmates. Alex was very upset that she told them.</p>	<p>14. Alex and Taylor had plans to meet up on the playground. But when Taylor went to their meeting spot, she saw Alex across the field playing four square with a different group of friends.</p>	<p>15. It was time for Taylor and Alex to present their book report. They had to choose who was going to speak to the class, but neither wanted to.</p>



Sanford says to...



**S**top, think, and cool

off

**T**alk it out

**E**valuate possible

solutions

**P**ick a realistic

solution

**IT**

**UP!**

Sanford says to...



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solution

**IT**

**UP!**







# Peer Relationships





### CONTENTS

This unit contains all the resources needed for teaching *Grade 3 Unit 5: Peer Relationships*. Resources include: Activities, Games, and Supplemental Materials.

Unit 5: Peer Relationships is composed of four activities:

#### Activity 5.1

**What Makes a Friend?** Students develop an awareness of qualities in a friend that are valued by everyone.

#### Activity 5.2

**Friendship Pledge** — Students meet in groups to discuss and compare important friendship qualities. Each student commits to treating their friends according to their chosen key friendship qualities by taking a Friendship Pledge.

#### Activity 5.3

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

#### Activity 5.4

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



## ACTIVITY SNAPSHOTS

### Activity 5.1

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

## DESCRIPTION

The Peer Relationships unit promotes positive interactions and relationships between students and their peers. Students identify the qualities important to friendships, practice providing their peers and classmates with support, and practice effective ways for handling bullying situations.

## RESEARCH CONNECTIONS

Children's learning occurs within the social context of the classroom. The quality of the relationships that children develop within this context has important implications for their academic functioning and attitudes toward school. For example, children who have mutual classroom friendships fare better academically and socially than children who have not formed friendships. Importantly, friends provide instrumental and psychological support and often serve as positive role models for social and academic success. While many children seek friendships with others who are similar to them, there are unique benefits to forming friendships with diverse peers. Interacting and building close ties with peers who are different in some way (e.g., gender, ethnic background) offer children the opportunity to broaden their perspectives, learn new skills, challenge existing stereotypes, and practice diverse interaction styles.

Unfortunately, not all peer interactions that children have in schools are positive. Many children are rejected or marginalized by their peer group and are excluded from important academic and social functions within the classroom. Moreover, children at all age levels are exposed to bullying at school, which can lead to serious long-lasting problems for everyone involved. Namely, children who are bullied often experience significant psychological distress and, as a result, perform poorly in and avoid school. To prevent bullying, students, teachers, administrators, and parents need to be committed to implementing strategies to ensure the emotional and physical safety of the entire school community.



## TIME

40 Minutes

## MATERIALS

Unit 5 Home-School Connection Letter

Masking tape

Friendship Strips

What Makes a Friend? Worksheet

## PREPARATIONS

Photocopy/print and send home the Unit 5 Home-School Connection Letter

Prepare the Friendship Strips

Using masking tape, draw a line from one end of the classroom to the other

Photocopy/print the What Makes a Friend? Worksheet (one per student)

**TIP:** If your students are not be able to fit comfortably on one line, draw two lines so that all students fit between the two lines.

## GOALS

- ▶ To help students identify personal characteristics that aid in friendship formation and maintenance
- ▶ To promote the view that friends can have both similarities and differences

## KEY CONCEPTS

- ▶ Friendships are important
- ▶ It's important to be mindful of the qualities we look for in a friend
- ▶ It's fun to have friends who are both similar and different from us
- ▶ We can learn from friends who are different from us

## SET THE STAGE

5 minutes

Ask students to recall what they've learned through their participation in the Sanford Harmony Program:

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

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

- ▶ Today we are beginning a new unit — the Peer Relationships unit. The activities within this unit give us the opportunity to think about the relationships we have with our classmates and what we want these relationships to look like in the future.

Introduce the activity:

- ▶ Today we're going to talk about our friendships. Friends are important throughout our lives, but what makes a good friend could change as we get older. For today's activity, we're going to think about what makes a good friend in third grade.

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

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

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

## FACILITATE THE ACTIVITY

25 minutes

- ▶ I'm going to be handing each person two strips of paper. On one paper, finish the sentence "I like friends who are..." and on the other strip of paper fill in the blank in the sentence, "I like to \_\_\_\_\_ with my friends." There are no right or wrong answers. Write the response that honestly reflects how you think about friendships.

If students are having trouble thinking of ideas, walk around the room and offer suggestions. When they have recorded their responses, collect the slips of paper and shuffle them.

Ask students to stand on the line and provide them with instructions:

- ▶ I'm going to read aloud your ideas about which personal characteristics make a friend and what are the most fun activities to do with friends. After I read each statement, decide whether you agree or disagree. If you agree with the statement, stand to the right of the line. If you disagree with the statement, step to the left of the line. If you agree or disagree only a little bit, stand close to the line, and if you agree or disagree a lot, stand farther from the line.



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

Read aloud the students' responses one at a time. Take advantage of "teachable moments." Share your observations with students and ask them to make observations.

*Examples: "Wow; it looks like all of you like friends who are funny!" "Look how far Karen is standing from the line. You really don't like going to scary movies with your friends, do you?" "Take a look around. What do you see? Can someone make an observation?"*

Challenge gender stereotypes if they arise and remind students of the problems associated with stereotyping. For example, if only boys or girls seem to stand close to the line for certain characteristics or activities, discuss this observation and encourage them to consider social factors that contribute to gender differences. Comments and questions can include:

**TIP:** Post "Agree" and "Disagree" or "Yes" and "No" signs to help students remember what side of the line corresponds with each response.

- ▶ Notice how only boys are standing to the right of the line for playing hockey with their friends. Why do you think this is?

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

- ▶ Let's think back to the problems with stereotyping that we previously talked about. Why is it problematic if we think that only certain characteristics are true for girls or boys or only certain activities should be played by girls or boys?

*Examples: We assume that some people don't like certain activities – when they actually do – and not invite them to join us; we won't try to make friends with an other-gender peer because we assume that boys and girls don't have things in common; we shouldn't be friends with other-gender peers because we'll get teased; we don't try certain hobbies because we think they are only for the other gender; we perform poorly in certain activities because we think our gender isn't supposed to be good at them.*

- ▶ These are some of the problems that can happen when we stereotype groups of people. And, as we can see, stereotypes may have affected us because we are noticing that girls and boys tend to choose certain activities or characteristics in this classroom. However, we need to remember that this is not true for all girls and boys; in fact, we may observe something completely different in other classrooms or schools. So, let's not forget [Class Name], we need to think for ourselves and think Fresh Thoughts — and not let stereotypes think for us!

Ask students to return to their seats and then discuss the experience:

- ▶ Does our class agree with which personal characteristics make a friend? Do we agree about the most fun activities to do with friends?
- ▶ Are there some personal characteristics that most in this class like their friends to have? Are there some activities that we think are fun to do with friends?
- ▶ Did you and your friends stand on the same side of the line after every single statement? Why or why not?

Distribute the What Makes a Friend? Worksheet to each student and inform them that it will help them think about what makes a friend.

- ▶ We just spent some time thinking about which personal characteristics make a friend and what this class likes to do with their friends for fun. Think about how much you want your friends to be similar to you versus different from you.

Review the worksheet directions with students and instruct them to work independently. Circulate the classroom and provide assistance as necessary.

## WRAP IT UP

10 minutes

Ask students to think about both activities and discuss the experience. Questions to ask:

- ▶ Is it ok to be friends with those who are different from you in some ways?

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

**TIP:** Remind students about the Learn Something New Activity

- ▶ Are there classmates with whom you're not friends, even though you have things in common? Do you think you can learn something new from them? If you'd like to make friends, what can you do?

*Example: Ask them to do something that we both think is fun!*

- ▶ Take a look at the What Makes a Friend? Worksheet. How many of you wrote on your worksheets that you want your friends to have all the same characteristics as you? How many of you want your friends to have all different characteristics than you? How about the rest of you?

*Example: I want my friends to have some of the same characteristics as me; for example, I want them to be honest and thoughtful, but I don't care if they love bean and cheese burritos; I would love it if my friends liked animals as much as I do, but I don't really care if they can speak more than one language!*





Dear Parent/Guardian(s):

The quality of peer relationships that children develop at school has important implications for their social, emotional, and academic functioning. The last unit of the Sanford Harmony Program, the Peer Relationships unit, provides students with the opportunity to practice strategies to develop and maintain positive peer relationships with their classmates. Students learn the qualities important to friendships, develop a Friendship Pledge to identify and commit to how they want to treat their friends, practice providing their classmates with support, and practice effective ways for handling bullying situations. Please refer to the Home–School Connection Tips below for suggestions on how to reinforce and practice these concepts at home!

### HOME–SCHOOL CONNECTION TIPS

\*\*\*\*\*

1. Encourage your child to make friends with a diverse group of peers. Interacting and building close ties with a diverse group offers children the opportunity to broaden their perspectives, learn new skills, challenge existing stereotypes, and practice diverse interaction styles.
2. Ask your child about the characteristics and behaviors that he/she listed on his/her Friendship Pledge. Develop and display a Family Pledge at home to encourage all family members to commit to treating each other in positive and respectful ways.
3. Over the next couple weeks, our class will be working on being supportive of each other. I am going to hand out “I’ve Got Your Back” tickets when I notice students providing support to each other. Try this at home! Meet with your family to identify ways you can support each other and distribute tickets (or tokens, marbles, etc.) when you observe one another engaging in these behaviors. Once you reach a certain number of tickets, celebrate with a special family activity!
4. In our last activity, we will learn about effective strategies for handling bullying situations at school. Discuss the negative consequences of bullying with your child and encourage him/her to speak up if he/she or someone he/she knows is being bullied. Encourage and reinforce positive and inclusive behaviors toward peers.

\*\*\*\*\*

Our class had a lot of fun participating in the Sanford Harmony Program activities this year! I hope that you enjoyed observing all the new skills and strategies your child has learned and that the Home–School Connection Tips have been beneficial to you and your family.

Please let me know if you have any questions about your child’s participation in the Sanford Harmony Program or if you would like to discuss additional ways to help your child build positive peer relationships. I would also enjoy hearing about any successes or challenges you had trying out the Home–School Connection Tips and if you noticed any specific changes in your child this year. Together, I hope we helped your child learn the social and academic skills that will enable him/her to develop positive relationships at school, at home, and in the community!

Sincerely,





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

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

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

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



**INSTRUCTIONS:** Read through the items in the Characteristic column. Put a ✓ in the “You” column if the item is true for you. Put a ✓ in the “Friend” column if the characteristic is one that you look for in a friend. If it doesn’t matter whether or not your friend has a certain characteristic, write DM for “doesn’t matter.”

Examples:

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

Characteristic	You	Friend
Funny	✓	✓
Short		DM
Patient	✓	

Insert check marks below:

Characteristic	You	Friend
Likes going to the movies		
Loves bean and cheese burritos		
Girl		
Thoughtful		
Honest		
Talented		
Likes playing board games		
Curly-haired		
Basketball player		
Smart		
Shy		
Boy		
Speaks more than one language		
Musical		
Likes animals		
Loves chocolate chip cookies		
Bossy		
Sporty		
Was born in this state/country		
Has an older sister		
Good at spelling		
Sensitive		



## TIME

40 Minutes

## MATERIALS

Friendship Characteristics Worksheet

Friendship Pledge Certificate

## PREPARATIONS

Photocopy/print the Friendship Characteristics Worksheet (one per group)

Photocopy/print the Friendship Pledge Certificate (one per student)

Prepare an area in the classroom or outside the door to display your students' Friendship Pledge certificates

## GOALS

- ▶ To increase students' awareness of the qualities they look for in their friends
- ▶ To increase students' awareness of the kind of friend they want to be to others
- ▶ To have students commit to how they will treat their friends

## KEY CONCEPTS

- ▶ Friendships are important
- ▶ It's important to consider the qualities we look for in a friend
- ▶ People value different friendship qualities
- ▶ It's valuable to establish goals for how we want to treat our friends

### SET THE STAGE

5 minutes

Ask students to recall their experiences engaging in the What Makes a Friend? Activity:

- ▶ Last week, we started the Peer Relationships unit in the Sanford Harmony Program. What did we do?

*Examples: We talked about friendship; the qualities that we look for in a friend; what we like to do with our friends for fun; we played a game where we had to stand on either side of the line to show whether we agreed or disagreed with the friendship statements; we talked about the importance of having who are different from us.*

- ▶ Today we're going to continue talking about friendships and the qualities we look for in a friend. We're also going to discuss the friendship characteristics we want to have as a friend. Why do we need to think about the type of friend we want to be to others?

*Examples: We can be a good friend; we make sure we are acting in the same ways we hope to be treated; we pay attention to how we can be a better friend.*

- ▶ When we think about friendships, we need to think about the characteristics we look for in our friends and the type of friend we want to be to them! Let's get started!

### FACILITATE THE ACTIVITY

25 minutes

Place students in diverse groups of three to four and distribute one Friendship Characteristics Worksheet to each group. Provide them with instructions for completing the worksheet.

- ▶ On your worksheet, there is a list of 10 characteristics that people look for in a friend. First, I want your group to look over the list and decide if you think anything is missing that your group would like to add. If you think a characteristic is missing, add it to the end of the list. Second, each person in the group takes turns checking the three characteristics they think is important to have in a friend. Third, look over the worksheet and discuss why each chose those characteristics. Questions are listed at the end of the worksheet to help your group guide the discussion.

**TIP:** If you have a projector or smart board, it might be helpful to display the Worksheet so that students can view the list of characteristics.

Walk around the room and provide students with assistance as necessary. When students are finished, invite them to talk about their experiences. Questions to ask:

- ▶ Why did you choose these characteristics?
- ▶ Did each person choose the same top three characteristics? Why or why not?

After discussing the Friendship Characteristics Worksheet, introduce the Friendship Pledge exercise:



- ▶ We are going to move on to the characteristics we think are important for us to have so we can be a good friend to others. Look over the list of characteristics on your worksheet and choose three characteristics that make you a good friend. These could be the same characteristics you look for in a friend or they might be different. Think to yourself: If I want to be a good friend, how should I treat others? What characteristics should I have?
- ▶ I am going to hand each person a Friendship Pledge Certificate. I want each of you to select three characteristics to write on your certificate. Think carefully; by writing these characteristics or behaviors on your certificate, you are taking a pledge to treat your friends this way! If you would like to write a characteristic or a behavior that is not listed on the worksheet, raise your hand and I will talk to you about this characteristic.

**Walk around the room and provide assistance as necessary. Students may need help wording their Friendship Pledges since the words may be slightly different than the those listed on the worksheet. When students are finished writing their Friendship Pledges, have them read aloud to their group members or, if time permits, read them to the entire class.**

## WRAP IT UP

10 minutes

**Ask students to think about and discuss their experiences participating in the activities. Questions to ask:**

- ▶ For your Friendship Pledge, did you choose the same characteristics as the ones you look for in a friend? Why or why not?
- ▶ Did each person pledge the same characteristics or behaviors? Why or why not?
- ▶ Do you think there are times when we forget to follow our Friendship Pledges? Why would this happen?
- ▶ How can we help each other follow our Friendship Pledges?
- ▶ Should we follow our Friendship Pledges with only our friends? Or could we also treat other people using the same characteristics or behaviors?

**Display students' Friendship Pledges in the classroom or outside the door.**

## EVERYDAY MOMENTS

- ▶ When conflicts or social issues arise at school, use the Friendship Pledges to remind students how they pledged to treat their friends.
- ▶ When you notice students behaving in ways that are consistent with their Friendship Pledge, acknowledge them.
- ▶ When you notice students behaving in ways that are inconsistent with their Friendship Pledges, help them become aware of their behaviors and identify ways they can change their behavior so they are more consistent with their Pledge.
- ▶ Schedule a routine time to discuss how students are doing with following their Friendship Pledges (e.g., during Meet-up).



**INSTRUCTIONS:**

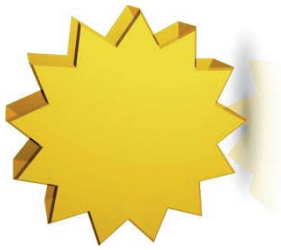
1. As a group, look over the list of friendship characteristics and decide if you want to add any characteristics or behaviors.
2. Take turns writing your names in the top row of the table and placing a check mark next to the **top three** characteristics you look for in a friend.
3. Discuss your top three choices with your group. Use the questions at the bottom of this worksheet to guide your discussion.

Friendship Characteristic	Student's Name:	Student's Name:	Student's Name:	Student's Name:
<i>I like to have friends who:</i>	_____	_____	_____	_____
1. Are honest				
2. Stick up for me				
3. Listen when I talk				
4. Include me in activities				
5. Help me when I have strong feelings				
6. Let me know when I am not being a good friend				
7. Are interested in my ideas and thoughts				
8. Compliment or congratulate me when I achieve something				
9. Encourage me when I am having a hard time doing something				
10. Encourage me to try new things				
11. _____				
12. _____				
13. _____				
14. _____				

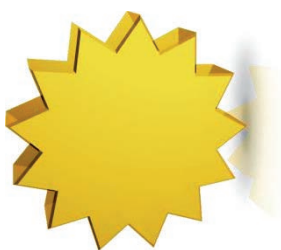
**Discussion Questions:**

1. Why did you choose these characteristics?
2. Did each person choose the same three characteristics? Why or why not?
3. If you could choose only one characteristic, what would it be? Why?





# Friendship Pledge



I, \_\_\_\_\_, pledge to be a friend who:

1.

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2.

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3.

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## TIME

30 Minutes

## MATERIALS

Marker

Poster board

I've Got Your Back Tickets (optional)

A bowl or box to store tickets/chips/marbles

## PREPARATIONS

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

Collaborate with the other third grade teachers to determine a reward for the classroom who wins the I've Got Your Back competition.

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

## GOALS

- ▶ To help students identify when and how to provide classmates with support
- ▶ To increase the frequency with which students provide their classmates with peer support
- ▶ To promote a classroom environment in which all students feel supported by their peers

## KEY CONCEPTS

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

## SET THE STAGE

5 minutes

Ask students to recall the What Makes a Friend? activity and the Friendship Pledge activities.

- ▶ For the past couple of weeks, we've been talking about friendship. What are some of the characteristics that most in this class like their friends to have?

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

- ▶ We also discussed how to be a good friend to others. What were some of the characteristics and behaviors you put on your Friendship Pledges?

*Examples: Honesty; include my friends in activities; encourage my friends when they are having a difficult time with something.*

- ▶ Your Friendship Pledges show your commitment to being a good friend. However, it may not be possible to be close friends with everyone in this class. Does it make sense to treat people in this class according to the characteristics on your Friendship Pledges even if they are not your close friends? Why?

*Examples: It's important to be a good classmate; we want to treat everyone with respect; I want others to treat me this way.*

- ▶ Everyone here may not be good friends, but we are part of the same classroom community. We're the [Class name]! Today we're going to work together to create a Classroom Community Pledge to help each person feel supported and respected by their classmates.

## FACILITATE THE ACTIVITY

20 Minutes

- ▶ To help our class follow our Classroom Community Pledge, we are going to participate in a competition with the other third grade classrooms!

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

- ▶ To prepare for this competition, our class is going to first brainstorm a list of specific ways we can support one another in school — in this classroom, in the lunchroom, and even on the playground. We're going to call these "I've Got Your Back" behaviors! Who can tell me what it means?

*Examples: It means we're there for someone if they need us; it means we'll stick up for someone; it means we're there for someone no matter what.*

- ▶ What are ways you can show classmates you have their back and that you would want them to show you they have your back?

*Examples: Say something nice to someone if they look upset; include someone in what we're doing if they look lonely; stick up for someone if they're getting picked on; help someone understand how to do an assignment if they're having trouble.*

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



Record students' ideas on the chalkboard. Once students generate an adequate list of examples, provide further instructions:

- ▶ Good work, [Class Name]! Now that we've developed a list of ideas about how we can provide support for one another, I'd like you to consider all of these examples. I am going to read through the list, and I'd like you to give me a thumbs-up if you think we should include this in our Classroom Community Pledge. Give me a thumbs-down if you think the example is something that would be too difficult to achieve in our classroom, in the lunchroom, or on the playground. The examples that are unanimously thumbs-up will be recorded on poster board and displayed in our classroom for 1 week.

Identify a student to record the selected examples of peer support on the poster board. The poster board should be titled "I've Got Your Back."

- ▶ Before I read the list of examples, let me explain the I've Got Your Back competition to you. Over the course of the next week, your goal is to provide your classmates with support and identify ways we support one another. The other third grade classrooms [cite Class Names] are completing this same activity; they will also identify ways in which they provide one another with support. They could have some of the same ideas as ours, or their ideas could be different. The third grade teachers and I will be observing our students to identify examples of peer support among students in our classrooms.
- ▶ If I observe an example of peer support, I'm rewarding that person with a ticket that says "I've Got Your Back."
- ▶ Display an example ticket for students to view.

**TIP:** You can also choose to use chips, tokens, marbles, etc. instead of the tickets.

- ▶ The recipient of this ticket will place the ticket in this bowl/box. It's possible that I won't observe every instance of peer support, so you have the option of letting me know when instances of peer support occur, and I will judge whether the example is sufficient to warrant an "I've Got Your Back" ticket. At the end of the week, each classroom will count the number of tickets that they earned, and the winning classroom will earn [insert reward as determined by third grade teachers]. Ok, [insert class name] do you think we can win this competition?

Conduct the thumbs up-/thumbs-down vote and instruct the selected student to record the examples of peer support on the poster board. Hang the poster board and display the bowl/box in a visible area of the classroom.

## WRAP IT UP

5 minutes

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

- ▶ What challenges could make it difficult to display the "I've Got Your Back" behaviors? How can we overcome these challenges?
- ▶ What strategies can we use to help one another display the "I've Got your Back" behaviors?
- ▶ If we follow the "I've Got Your Back" behaviors, would anything about our class change for the better?

*Examples: We'd feel supported; we'd be happier; we'd feel more comfortable and inclusive.*

## EVERYDAY MOMENTS

- ▶ Continue to implement the “I've Got Your Back” system in the classroom. Choose behaviors that address the needs of the students in your class.
- ▶ At times, you may want to have students distribute tickets to one another for engaging in specific behaviors. This provides students with the opportunity to directly express themselves when they feel supported by a classmate.
- ▶ Provide regular opportunities for students to discuss how well they are exhibiting the target behaviors, and assist them with identifying strategies for improvement (e.g., during Meet Up).

## NOTES

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<b>I've Got Your Back!</b>	<b>I've Got Your Back!</b>	<b>I've Got Your Back!</b>
<b>I've Got Your Back!</b>	<b>I've Got Your Back!</b>	<b>I've Got Your Back!</b>
<b>I've Got Your Back!</b>	<b>I've Got Your Back!</b>	<b>I've Got Your Back!</b>
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## TIME

Activity Prep - 5 minutes

Day 1 - 45 minutes

Day 2 - 45 minutes

## MATERIALS

Peer Reaction Questionnaire (Activity Prep)

Teacher Reference Guide (Activity Prep)

Battle the Bully Role-Play Worksheet (Day 1)

## PREPARATIONS

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

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

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

## ACTIVITY PREP

5 minutes

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

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

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

## GOALS

- ▶ To teach students about the roles of the bully, target, and bystander
- ▶ To increase students' awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support
- ▶ To promote a classroom environment in which students provide support for peers who are bullied
- ▶ To promote a classroom environment that encourages inclusive and respectful behavior

## KEY CONCEPTS

- ▶ Bullying situations involve bullies, targets, and bystanders
- ▶ Everyone (bullies, targets, and bystanders) is negatively impacted by bullying
- ▶ We can learn and practice strategies to put an end to bullying

## SET THE STAGE

15 minutes

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

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

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

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

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

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

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

*Example: Charlie!*

- ▶ Charlie is the bully. What is a bully?

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

- ▶ Why do you think Charlie is bullying another student?

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

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

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

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

*Example: Shawn.*

- ▶ How was Shawn feeling in this situation?

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

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

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

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

*Example: Bystanders are those who witness bullying.*

- ▶ Who were the bystanders in this situation?

*Example: Lucy and Elliott.*

- ▶ How did Lucy and Elliott react to the bullying situation?

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

- ▶ Do you think Lucy or Elliott was helpful in this situation? Why or why not?

*Example: No, they didn't help Shawn; no, Lucy made it worse; Elliott just stayed quiet and didn't support Shawn.*

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

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

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

*Example: Yes, because Charlie was reinforced for his behavior; yes, because no one stood up to Charlie; yes, because Charlie was encouraged; yes, because Shawn listened to what Charlie said; yes, because Charlie probably thought he was cool since no one challenged him; yes, because he got a reaction out of Shawn.*

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

# Battle the Bullies Day 1

5.4

Grade 3

## FACILITATE THE ACTIVITY

25 Minutes

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

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

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

Walk around the room and provide assistance as necessary.

## WRAP IT UP

5 Minutes

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

- ▶ What were some challenges writing your role-play scripts?

- ▶ Can we change bullying situations like this in real life?
- ▶ How can teachers support students in bullying situations?
- ▶ If you completed the Peer Reaction Questionnaire again after reading your new scenarios, how would your responses change?

## NOTES

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## SET THE STAGE

5 minutes

Remind students of the Day 1 Battle the Bully Activity:

- ▶ Yesterday, we discussed bullying. What are some of the things we discussed?

*Examples: We learned about the three roles in a bullying situation: The bully, the target, and the bystander; why bullies pick on others; how targets likely feel when being bullied; how bystanders behave; how we can support and defend targets; we wrote role-play scripts to practice learning how to support and defend each other.*

- ▶ You worked really hard on your Battle the Bully role-play scripts! The goal is to help us practice how we can be supporters and defenders in bullying situations so we prevent and put an end to bullying at our school. Today, we're going to have the opportunity to perform our role-plays for each other!

## FACILITATE THE ACTIVITY

30 minutes

Place students in their role-play groups and give them 5 minutes to practice and discuss their role-plays together. When students are finished preparing, have them take turns performing their play.

## WRAP IT UP

10 minutes

After each group has performed their role-play, prompt the audience to ask the actors questions and then discuss the experience with them. Questions to ask:

- ▶ How were your plays different than the original bullying scenario?
- ▶ How did Shawn respond to Charlie's bullying?
- ▶ What were some of the effective ways Lucy and Elliott responded to the bullying?
- ▶ Did Shawn's behavior help stop the bullying? Why or why not?
- ▶ Did Lucy and Elliott's behavior help? Why or why not?
- ▶ How do you think Charlie felt in your role-play situations? What do you think he learned?
- ▶ Do you think Charlie is more likely or less likely to bully others in the future?
- ▶ Based on what we learned in this activity, how can we stop bullying from happening in our classroom and school?

# Battle the Bullies

## Day 2

### EVERYDAY MOMENTS

- ▶ Encourage students to use the strategies they learned during this activity to respond to bullying situations.
- ▶ Discuss instances of bullying and ways to prevent it during Meet Up.
- ▶ Have students organize a school safety committee to prevent bullying in your school.
- ▶ Reinforce positive and inclusive interactions between students.
- ▶ Organize a bullying prevention event at your school and have your students perform their plays. Invite family members to attend.

### NOTES

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

Shawn doesn't have many friends in his classroom and usually spends free time by himself. One day during recess, Shawn is sitting under a tree reading a book. Elliott and Lucy approach him and politely ask him what book he is reading. Before Shawn can answer, Charlie runs over, knocks the book out of Shawn's hand, and says "This is my tree, dork. You're not allowed to sit here. Go someplace else." Shawn slowly picks up his book and looks around at everyone staring at him. Lucy giggles loudly and Elliott just stands there nervously looking in the other direction. Charlie walks closer to Shawn and shouts, "Listen, dork, I'm going to give you 5 seconds to get out of here before I take your book and throw it in the mud. Five, four, three, ..." Elliott walks away and Lucy laughs and mumbles, "That would be so funny." Shawn quickly gets up and runs away as he fights back the tears in his eyes.

1. How do you feel about the characters in this scenario? Answer each question by circling your response for each character.

Question	Charlie	Shawn	Elliott	Lucy
a. Do you think classmates believe this character is cool?	YES NO	YES NO	YES NO	YES NO
b. Do you think classmates like this character?	YES NO	YES NO	YES NO	YES NO
c. Do you think this character is popular?	YES NO	YES NO	YES NO	YES NO
d. Would you like to be friends with this character?	YES NO	YES NO	YES NO	YES NO



**INSTRUCTIONS:** Rewrite the scenario and help put an end to the bullying!

**Narrator:** Shawn doesn't have many friends in his classroom and usually spends free time by himself. One day during recess, Shawn is sitting under a tree reading a book. Elliott and Lucy approach him and politely ask him what book he is reading. Before Shawn can answer, Charlie runs over, knocks the book out of Shawn's hand.

**Charlie:** "This is my tree, dork. You're not allowed to sit here. Go someplace else."

**Shawn:**

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**Lucy:**

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**Elliott:**

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**Charlie:**

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**Shawn:**

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### Peer Reaction Questionnaire Scoring Sheet

Calculate the percentage of students who responded “Yes” to the following questions. First, use the table below to tally the total number of “Yes” responses for each question. Second, divide that number by the total number of responses, and record the percentage on the lines provided within the boxes.

1. Tally the total number of “Yes” responses for each question within each box below.

Question	Charlie	Shawn	Elliott	Lucy
a. Do you think classmates believe this character is cool?	_____%	_____%	_____%	_____%
b. Do you think classmates like this character?	_____%	_____%	_____%	_____%
c. Do you think this character is popular?	_____%	_____%	_____%	_____%
d. Would you like to be friends with this character?	_____%	_____%	_____%	_____%

2. Divide the total number of “Yes” responses within each box by the total number of responses.

Total # of responses = \_\_\_\_\_

3. Record the percentage of “Yes” responses on the lines provided within each box.







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