Focus Themes

Relationship Building Lessons & Activities

- Diversity & Inclusion
- Empathy & Critical Thinking
- Peer Relationships
- Problem Solving
- Communication
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For additional resources, please visit sanfordharmony.org
Diversity and Inclusion
Getting Started

This unit contains all resources needed for teaching Grades 5 & 6 Unit 1: Diversity and Inclusion. Resources include: activities, games, and supplemental materials.

UNIT 1: Diversity and Inclusion is composed of four activities:

Activity 1.1
Who We Are—Students share items of importance with classmates as a way to get to know one another

Activity 1.2
The Things We Have in Common—Students play the “Commonalities” game to identify similarities they have with peers.

Activity 1.3
Learn Something New—Students learn to value differences by teaching new skills and learning from one another.

Activity 1.4
Classroom Identity—Students develop a common classroom identity by working together to create a classroom name and motto.
Diversity and Inclusion

ACTIVITY SNAPSHOTs

Activity 1.1
Who We Are—Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.

Activity 1.2
The Things We Have in Common—Students play the “Commonalities” game to identify similarities they have with peers in the classroom.

Activity 1.3
Learn Something New—Students learn to value differences by teaching new skills and learning from one another.

Activity 1.4
Classroom Identity—Students develop a common classroom identity by working together to create a classroom name and motto.

DESCRIPTION

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

RESEARCH 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.
Who We Are

TIME

Day 1

45 MINUTES

Complete the Who We Are Worksheet (page 138) 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 want to create a collage to display in the classroom.

MATERIALS

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

Home–School Connection Introduction Letter (page 12)

A digital camera (optional)

Chart paper (optional)

Glue (optional)

Who We Are Worksheet (page 138) (alternative)

PREPARATIONS

Fill in the date for the Who We Are Worksheet (page 138) on the Home–School Connection Introduction Letter (page 12). Photocopy and mail letter to parents, distribute it on Meet the Teacher Night, or give it to students on the first day of school (one per student).

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

Bring a digital camera to school (optional).

Photocopy the Who We Are Worksheet (page 138) (one per student).

GOALS

• Provide students with the opportunity to get to know one another.
• Help foster an atmosphere of inclusion.
• Promote the view that both similarities and differences are valued.

KEY CONCEPTS

• Getting to know one another is important.
• Sharing important items allows us to better understand one another.
• It’s important to create a classroom in which we support each other and work cooperatively.
Who We Are: DAY 1

SET THE STAGE

5 MINUTES

Introduce Sanford Harmony:

- This year, we will be participating in a program called Sanford Harmony, which will help 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 lunchroom, 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 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 Sanford Harmony the previous year, ask them what they remember about the activities. Let them know that they will be participating in new activities this year.

FACILITATE THE ACTIVITY

35 MINUTES

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

Questions to ask students:

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

OPTIONAL

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

WRAP IT UP

5 MINUTES

Discuss the experience with your students. Ask:

- What was it like sharing your item and learning about your classmates?
- What did you learn about each other? Did anything surprise you?
- Why do you think it is important for us to spend time getting to know each other at the beginning of the year?
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. Instruct students to share their items with their buddies. Then, direct the class to sit in a circle, and have each student share their partners’ items and its significance 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 relevant pictures from a magazine, or (c) complete the Who We Are Worksheet and share their responses with the class.

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 2 (optional)

SET THE STAGE
2 MINUTES

Remind students of the Who We Are activity:

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

FACILITATE THE ACTIVITY
15 MINUTES

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

WRAP IT UP
3 MINUTES

Discuss the experience with your students. Ask:

• What do you think of our classroom collage?
• Why do you think it is important to put all of our photos together in one collage? What does this say about our classroom?
• Why would we refer to this collage throughout the school year?
Sanford Harmony - Building Healthy Relationships Among Students

Dear Parent/Guardian(s):

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

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

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

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

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

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

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

Sincerely,
TIME
30 MINUTES

MATERIALS
Commonalities Cards

PREPARATIONS
Prepare the Commonalities Cards (one copy per pair of students)

GOALS
• Foster an inclusive classroom environment in which students recognize similarities and appreciate differences.
• Provide students with the opportunity to get to know and connect with an unfamiliar peer.
• Facilitate positive interactions among students.

KEY CONCEPTS
• We discover things we have in common when we take the time to get to know one another.
• We usually have things in common with people we initially think are different from us.
• Taking the time to find commonalities with one another allows us to build new friendships.
The Things We Have in Common

SET THE STAGE

5 MINUTES

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

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

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

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

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

Explain the purpose of the activity:

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

For this activity, we’re going to work with buddies and find out more about what we have in common with one another.

FACILITATE THE ACTIVITY

15 MINUTES

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

OPTIONAL

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

WRAP IT UP

10 MINUTES

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

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

Facilitate further discussion by raising the following issues:
The Things We Have in Common

1.2

• Sometimes, when people are different from us in one particular way, we assume that we don't have anything in common with them. For example, if someone is much older than you, such as a grandparent, you may think that you're different from this person in every way. Is it accurate to assume this? Why not?

• Is it accurate to assume that there are always differences between groups of people, such as boys and girls? Why not?

EVERYDAY MOMENTS

• When students are assigned new buddies, provide time for them to play Commonalities together.

• When students are working or playing together, point out things they have in common with each other (e.g., “Karen and Chad, you both chose soccer teams for your writing assignments. Did you know that both of you played on soccer teams?”).
TIME

Homework Prep
5 MINUTES

Day 1
45 MINUTES

Day 2
30 MINUTES

MATERIALS

Unit 1 Home–School Connection Letter (page 22)

Brainstorming Homework Prep (pages 139-140)

Guidelines and Instructions Worksheet (page 141)

PREPARATIONS

Photocopy/print and send home the Home–School Connection Letter (page 22) (one per student).

Photocopy/print the Brainstorming Homework Prep (pages 139-140) (one per student; double-sided).

Photocopy/print Guidelines and Instructions Worksheet (page 141) (one per student).

GOALS

• Foster an inclusive classroom environment in which students recognize similarities and appreciate differences.

• Provide students with the opportunity to get to know and connect with an unfamiliar peer.

• Help students appreciate the skills of their fellow peers.

KEY CONCEPTS

• Learning from one another is important.

• Differences among people make the world exciting.

• It’s fun to have friends who are different from us.

• It’s important to respect and understand people’s differences.
HOMEWORK PREP

5 MINUTES

**Explain the purpose of the activity:**

- For tomorrow’s activity, we’re going to learn something new from a classmate. Your first task is to figure out what you would like to teach someone else. For example, you may know how to knit, jump rope, draw a rocket ship, or hula-hoop. Maybe you want to help someone better understand a subject we’re studying; for example, explain 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 only to teach a classmate the new skill or concept. The following day, you will bring in the items needed to actually teach this skill.

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

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

- I am also sending home a parent letter to inform your parents of this activity. Please ask a parent to read over the letter and sign it, and bring the signed section back with you tomorrow, along with your completed brainstorming worksheet.
SET THE STAGE

5 MINUTES

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

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

Explain the value of differences:

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

TIP

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

FACILITATE THE ACTIVITY

30 MINUTES

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

If students participated in Sanford Harmony 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 buddies. 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 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.

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

Distribute the Guidelines and Instructions Worksheet to each student.

• Now that you’ve selected your tasks, take turns providing verbal instructions on your skill as your partner writes down the instructions. The instructions need to be detailed and clear. If someone were to read it, they should be able to understand and 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?
Learn Something New: DAY 1

• 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 when 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.
Learn Something New: DAY 2

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 buddies 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 buddy’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?
Dear Parent/Guardian(s):

Thank you for your help with implementing Sanford Harmony 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 one another, and identifying the things they have in common. They enjoyed the activities, and were surprised at how much they had in common with their peers! Tomorrow, we will begin our third activity, Learn Something New. The goal of this activity is to help students recognize the benefits of interacting with and learning from peers who are different from them.

During this lesson, students decide on a skill or concept to teach another student. Tonight for homework, I asked your child to brainstorm ideas for what he/she would like to teach his/her partner. Your child needs to think of three or four ideas and record them on the 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 buddies the skill. On a different day, students will bring to school any items needed to teach the skill. I am hoping that students will have fun learning something new from their peers, and recognize that differences allow us to learn new things, consider alternative perspectives, and value different experiences. Our differences make the world exciting.

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

Sincerely,
Tips

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

   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:

________________________________________
**Classroom Identity**

**TIME**
55 MINUTES

**MATERIALS**
Names and Mottos Handout (page 142)

**PREPARATIONS**
Photocopy/print the Names and Mottos Handout (page 142) (one per group).

**GOALS**
- Promote a common classroom identity among students.
- Decrease the importance of gender in the classroom.
- Promote the classroom norm that students who have differences can be friends (e.g., boys and girls can be friends).

**KEY CONCEPTS**
- We are part of the same group—our classroom community.
- Everyone is a valued member of our classroom community.
- We have things in common.
Classroom Identity

SET THE STAGE

10 MINUTES

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

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

Discuss groups with your students:

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

Examples: Family; athletic team; neighborhood.

• What does it mean to be part of a group?

Examples: Have the same goals; 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: our classroom group. We will work and have fun together during the course of the year. Let’s look at the ideas we came up with for groups and discuss how these apply to our classroom group.

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

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

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

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

• We’re part of this classroom and have these characteristics in common.

If students have previously participated in Sanford Harmony, 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, 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.

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

• I’m going to assign you to groups and provide you with a list of names and mottos. The task in your group is to discuss and choose one. You will then designate a spokesperson to present it to the class and explain why your group chose that particular name and motto. If your group doesn’t like any of the examples on the sheet, you are welcome to come up with your own name and motto. After each group has presented their choices or ideas, you will vote on a final class name and motto from each group’s suggestions.
Distribute the Names and Mottos Handout and allow 5-10 minutes to discuss choices. Then, invite students to share their results and explain why they think their ideas represent their classroom. Write them on the chalkboard. After the groups have presented their selections or ideas, have students vote anonymously for the class name and motto.

WRAP IT UP

5 MINUTES

Discuss the experience with your students. Ask:

• Why is it important for us to create our own name and motto? What does this say about us and our classroom?

• Why is it important for everyone to be involved in making these decisions?

• How will this affect the way we interact and treat one another this year? Will this help us remember to watch out for and help one another? Is it OK to exclude another “Insert Class Name” from a game or activity? Why not?

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 the class name and motto in everyday activities.

• Substitute “boys and girls” or “class” with the class name (e.g., “OK, Rockets, let’s get ready for lunch” or “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.
UNIT 2

Empathy and Critical Thinking
Empathy and Critical Thinking

Getting Started

This unit contains all the resources needed for teaching Grades 5 & 6 Unit 2: Critical Thinking. Resources include: activities, games, and supplemental materials.

UNIT 2: Critical Thinking is composed of five activities:

Activity 2.1
Thought Bubbles—Students participate in exercises to illustrate the connection between their thoughts, feelings, and actions, and practice thinking in positive and inclusive ways.

Activity 2.2
Walking in Someone Else’s Shoes (WISES)—On Day 1, students learn how to identify emotional states, understand different perspectives, and respond emotionally to others. On Day 2, students play the WISES Game to practice these skills.

Activity 2.3
To Change Like a Caterpillar—Students complete a homework exercise and play the To Change Like a Caterpillar Game, which promotes the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).

Activity 2.4
Thinking Outside the Box—Students participate in exercises to illustrate the problems associated with stereotypes and work together to develop strategies to prevent stereotyping.

Activity 2.5
Critical Thinking in Practice—Students view and evaluate gender and relationship messages presented in a scripted scenario.
ACTIVITY SNAPSHOTs

Activity 2.1
Thought Bubbles—Students participate in exercises to illustrate the connection between their thoughts, feelings, and actions, and practice thinking in positive and inclusive ways.

Activity 2.2
Walking in Someone Else’s Shoes (WISES)—On Day 1, students learn how to identify emotional states, understand different perspectives, and respond emotionally to others. On Day 2, students play the WISES Game to practice these skills.

Activity 2.3
To Change Like a Caterpillar—Students complete a homework exercise and play the To Change Like a Caterpillar Game, which promotes the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).

Activity 2.4
Thinking Outside the Box—Students participate in exercises to illustrate the problems associated with stereotypes and work together to develop strategies to prevent stereotyping.

Activity 2.5
Critical Thinking in Practice—Students view and evaluate gender and relationship messages presented in a scripted scenario.

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 AND RELEVANCE

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 are entity thinkers tend to believe that personal characteristics (e.g., personality traits; abilities) are fixed and cannot be changed, whereas those who are incremental thinkers believe that people can make positive changes through effort, the development of new strategies, and persistence. Compared to entity thinkers, people who are incremental thinkers are more likely to use problem-solving strategies, volunteer to help others, and persist when faced with obstacles. Thoughts about stereotypes also have important implications for how people approach personal decisions and interact with others. Stereotypes lead people to make incorrect guesses about others, avoid specific occupational and activity choices, discount possible friendships, distort counter-stereotypic information, and perform poorly on stereotyped tasks. Becoming aware of stereotypes in the environment promotes critical-thinking skills and allows people to avoid the negative consequences of stereotyped thinking.
Thought Bubbles

TIME

40 MINUTES

MATERIALS

Unit 2 Home–School Connection Letter (page 38)

Thought Bubble Example Cards (page 143)

Thought Bubble Scenario Cards (pages 144-148)

PREPARATIONS

Photocopy/print and send home the Unit 2 Home–School Connection Letter (page 38) (one per student).

Prepare Thought Bubble Example Cards (page 143) (one per group).

Prepare one Thought Bubble Scenario Card for each group (pages 144-148) (10 cards total; one per group).

GOALS

• Prepare students for the activities contained within the Critical Thinking Unit.

• Provide students with a cognitive framework for identifying their thinking patterns.

• Help students recognize the connection among thoughts, feelings, and actions.

KEY CONCEPTS

• It's important to pay attention to how we think.

• Sometimes we're unaware of our thoughts.

• When faced with the same situation, people might think differently.

• We can change our thoughts so that we think more positively.

• Our thoughts influence our feelings and actions.
SET THE STAGE

15 MINUTES

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

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

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

Introduce the activities in the Critical Thinking Unit:

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

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

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

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

Examples: I walked past someone in our class and thought, “That’s a really cool shirt,” or the principal walked in the room and I thought, “I hope he/she is not here to talk to me,” I thought to myself, “Oh no, I forgot my homework. I hope Mr. or Ms. X doesn’t collect it”

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

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

- How was it? Was anyone able to completely stop thinking for 1 minute? What kept happening? What were you thinking?

- As we can see, our thoughts often have minds of their own! It’s really hard to stop and control them sometimes. But, if we pay more attention, we can have more control over them. This is important because how we think often influences how we feel and behave. Let’s see how this could happen.

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

- Take a look at the scenario on your card. As you can see, Kimberly and Derek both found out they received a D on their math tests. They’re in the same situation. However, Kimberly and Derek each reacted differently. Let’s start with Kimberly. Who can tell me
Thought Bubbles

what she thought when she got her grade? She said, “Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to have to study a lot harder for the next test.” How does Kimberly feel?

Examples: Disappointed, embarrassed, frustrated.

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

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

• What will she do now?

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

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

• What about Derek? He thought, “I'm so bad at math I'll never pass a math test.” If this is what Derek thinks, how does he feel?

Examples: Sad, hopeless

• What will Derek do?

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

• Will he try harder on the next test?

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

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

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

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

Situation: D on math test

Thought: I didn't study as hard as I should have.

Feeling: Disappointed

Behavior: Study harder next time

FACILITATE THE ACTIVITY

20 MINUTES

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

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

OPTIONAL

Ask groups to act out the scenarios and responses for the class. They can act out multiple scenarios to illustrate the different thoughts, feelings, and actions raised in their groups.
WRAP IT UP

5 MINUTES

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

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

• Create a blank scenario card and hang it on the classroom wall. Use the card whenever you want to illustrate how students’ thoughts influence their feelings and actions, and when you want to help students think more positively about situations. This can be used to illustrate thought connections in both negative and positive situations.

• Help individual students become aware of their thoughts by asking them to stop and reflect on what they’re thinking in various situations. This is especially helpful when you notice them engaging in behaviors you want to reinforce or help them change.

• Utilize the language introduced in this activity to help students become aware of their thinking patterns and to help them think in more positive ways.

• Create a bulletin board designed with bubbles or balloons on it. Have students identify a bunch of positive thoughts (e.g., “Everyone deserves to be included,” “I can do it.”), and display them on the board. Refer to the thoughts when they are relevant to academic and social situations throughout the day.
Dear Parent/Guardian(s):

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

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

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

Sincerely,
Tips

1. Questions to ask your child after Thought Bubbles: What did you learn about your thoughts? How do your thoughts influence your feelings and behaviors?

2. After the second activity, ask your child to give you their definition of empathy. How does “walking in someone else’s shoes” help us respond to someone in an understanding way?

3. After the third activity, here are a few suggested questions to start a dialogue with your child: Can people change? What's the difference between thinking like a caterpillar and a worm? How does thinking like a caterpillar help us interact with others in more positive ways?

4. At the completion of the fourth and fifth activities, students know the definition of a stereotype and can identify the problems associated with stereotyped thinking. Continue the conversation at home by asking: How do stereotypes influence our thinking? Why is it important to get to know someone as an individual? How can “thinking outside the box” prevent us from allowing stereotypes “do the thinking for us?” How do messages on television and in the movies influence our thinking? How can we become critical thinkers? How can we become leaders, and think and act for ourselves?
Walking in Someone Else’s Shoes (WISES)

TIME

Day 1
35 MINUTES

Day 2
35 MINUTES

MATERIALS

WISES Game Cards

Dice (one die per group)

Feelings Chart Reference Guide (page 149) (optional)

PREPARATIONS

Prepare the WISES Game Cards (one set per group).

Photocopy/print the Feelings Chart Reference Guide (page 149) (optional) (one per student).

GOALS

• Teach students the definition and components of empathy.

• Provide students with the opportunity to practice the components of empathy.

• Help students develop empathy for those who are both similar and different.

KEY CONCEPTS

• When faced with the same situations, people can feel differently.

• People often express their feelings on their faces, bodies, and through their actions.

• Identifying other people's feelings and perspectives allows us to understand them and provide support.
SET THE STAGE

10 MINUTES

Remind students of their experiences completing the Thought Bubbles activity.

• The last Sanford Harmony activity focused on our thought bubbles. Who remembers what we discussed? What did you learn about your thoughts and how they influence your feelings and behaviors?

• Today, we’re going to pay attention not only to how we think and feel, but also how others think and feel. Why is it important to understand other people’s feelings and points of view (i.e., their perspectives)?

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

• When someone understands another person’s feelings and thoughts, it’s called empathy.

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

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

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

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

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

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

• Let’s think about the first empathy skill: Identifying how someone else feels. How can we tell how someone is feeling?

Examples: Tone of voice (e.g., voice quivering, yelling); facial expressions (e.g., eyes wide, furrowed brow, frowning); body expressions (e.g., folded arms, hiding face, covering mouth); physical actions (e.g., crying, throwing something, walking away).
Walking in Someone Else’s Shoes (WISES): DAY 1

OPTIONAL

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

FACILITATE THE ACTIVITY

20 MINUTES

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

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

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

• Now that we’ve practiced identifying feelings, let’s move on to the second empathy skill: Understanding someone’s point of view. Remember when we talked about our thought bubbles? Did everyone think the same things when faced with the same situation? No—everyone had a different viewpoint that led them to feel and behave in ways unique to them.

• It’s important to understand our different perspectives, so that we can relate and respond in understanding ways. But, this doesn’t mean we always have to agree with one another, right? We think differently, but we can learn a lot about each other and ourselves, if we learn to understand other peoples’ viewpoints.

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

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

• Were you surprised to learn my perspective?
• Do you think it’s easier, or more difficult, to understand someone’s perspective as you get to know him/her better?
• What can you do if you’re unsure of someone’s perspective?

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

Ask students to discuss whether they have similar or different perspectives, and the clues they used to guess their classmates’ perspectives.

• We practiced identifying others’ feelings and recognizing others’ perspectives. These two skills can help us respond in understanding ways. Let’s practice.
Walking in Someone Else’s Shoes (WISES): DAY 1

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

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

- Now that we know what the feeling is, what is she/he thinking?
  Examples: Wishes she/he got a better grade; nervous to tell her/his parents; wishes she/he studied harder for the test.

- OK, let's think about this. She/he is feeling sad and disappointed, and wishes she/he got a better grade. What can we say to show we understand?
  Examples: It seems like you are disappointed with your grade, it's really difficult when you aren't happy with a grade.

- (Volunteer’s name), would these comments help you feel supported and understood? Is there anything else we could have said that would make you feel understood?

- It's important to ask for feedback because everyone is different. Some comments may be supportive to one person but not to another. As we get to know people better, you'll know how to respond in understanding ways.

WRAP IT UP

5 MINUTES

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

- Do you think it's difficult to show empathy for others who are different from you? Why or why not?
- How can we remember to use these skills in class?
- During our next Sanford Harmony activity, we'll play a game to practice what we learned today about empathy.

NOTES:
SET THE STAGE

10 MINUTES

Remind students of their experience completing the Day 1 activity.

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

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

• What two skills help us show empathy toward another person?

Example: Identifying how someone feels and recognizing his/her perspective or point of view.

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

Write Walking in Someone Else’s Shoes on the board.

• What does walking in someone else’s shoes have to do with empathy?

Example: If you put yourself in his or her place, you can understand how he or she feels and thinks; you can see that person's perspective; it means trying to see what it’s like from his/her perspective.

FACILITATE THE ACTIVITY

20 MINUTES

• Describe the cards used to practice empathy skills.

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

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

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

The WISES Game

Instructions

• Roll the die; the player with the highest number goes first, and so on.

• Each player takes a turn by rolling the die.

• If the die lands on numbers 1 or 2, pick up an ACT IT OUT Card.

• If the die lands on numbers 3 or 4, pick up a DO YOU GET ME Card.

• If the die lands on numbers 5 or 6, pick up a BE COOL Card.

Card Descriptions

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

• DO YOU GET ME Cards describe a situation (e.g., you miss gym because you forgot to bring sneakers to school), and three options for your reaction: (a) Frustrated because you were looking forward to a game the teacher had planned, (b) Happy because you don't like gym, or (c) Both happy and nervous because you want to miss gym but don't want to get into trouble). The other players guess which option best fits your perspective.
• BE COOL Cards describe a situation (e.g., “Your mother won’t let you sleep at your friend’s house this weekend, even though all your other friends will be there”), and has three options for responding: (a) Why won’t she let you go? (b) You must be really disappointed that your mom won’t let you go and (c) Maybe you could try asking your mom again and explain why it’s so important for you to go. The other players guess which response you prefer. Provide your group with feedback on whether they chose the response you prefer and why.

WRAP IT UP

5 MINUTES

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

• How did your group do at the game?

• Were some cards more difficult than others? What made them difficult?

• Is it more difficult to respond in understanding ways when you have a different perspective? How can we understand someone and respond in understanding ways when we think differently?

• What can we do to remember to recognize one another’s perspective and respond in understanding ways? Is there a code word we can use to help us remember?

• What can we do if someone doesn't respond in an understanding way toward someone in this class?
EVERYDAY MOMENTS

• Provide opportunities for students to play the WISES game throughout the school year.

• Encourage students to pay attention to how their actions elicit feelings in others. For instance, if a student engaged in a pro-social action (e.g., shared an item; helped someone) or a negative behavior (e.g., pushed someone; ignored someone), ask the student to notice how his or her action made the recipient feel by using empathy skills.

• In various situations, refer back to the exercises in this activity to remind students that their feelings and perspectives may be different from their peers.

• Encourage students to use the empathy skills that they learned to respond in understanding ways (e.g., “How do you think Mia is feeling? What can you say to her to show her that you understand her feelings?”).

NOTES:
To Change Like a Caterpillar

TIME

Homework Prep
5 MINUTES

45 MINUTES

MATERIALS

How We Change Homework Prep (page 150)

Caterpillar Words Vocabulary Builder (pages 151-152)

Caterpillar Words Answer Sheet (page 153)

To Change Like a Caterpillar Game Cards and Board

PREPARATIONS

Write the following four statements on the board:

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

Photocopy/print the How We Change Homework Prep (page 150) (one per student; double-sided).

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

GOALS

• Promote the perspective that human nature and abilities can change.
• Provide students with the opportunity to practice incremental thinking patterns.
• Teach students the connection between incremental thinking and associated feelings and behaviors.

KEY CONCEPTS

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

5 MINUTES

Explain the purpose of the activity:

• As part of Sanford Harmony, we've been participating in activities that focus on how we, and how other people, think and feel. For tomorrow's activity, we're going to discuss thoughts about how people change. To prepare for this activity, complete a worksheet for homework that asks you to think about the changes you and others have made.

Distribute the How We Change Homework Prep, and provide students with instructions on how to complete the assignment.

• For the first part of this homework assignment, complete the top three questions by yourself. Then, interview a family member and ask him or her to respond to the same questions. Record their responses in the spaces provided on the sheet. You can interview anyone in your family—a brother, sister, parent, grandparent, etc. Does anyone have any questions on how to complete this part of the assignment?

• The vocabulary builder on the back of your homework gives you a chance to practice and learn the vocabulary words included in tomorrow's game, To Change Like a Caterpillar. Please complete the assignment by matching the words with the definitions. I encourage you to discuss and complete the vocabulary homework with a friend, older brother/sister, or adult.
SET THE STAGE

5 MINUTES

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

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

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

• What important things did you learn participating in these activities?

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

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

Introduce the To Change Like a Caterpillar activity:

• Today, we’re going to continue discussing how we think about ourselves and others, and how this influences our feelings and actions. We’ll continue this discussion by focusing on specific kinds of thoughts, thoughts about change.

• Before we review the homework assignment you completed, let’s look at the four statements on the board. What do all of these statements have in common?

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

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

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

FACILITATE THE ACTIVITY

30 MINUTES

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

• What did you think of the assignment?

• What did you learn about yourself?

• What did you learn about your family member?

• What were some of the things you learned to do? How about your family member?
• How has your personality changed? How has your family member’s personality changed?

• Did you and your family member have similar responses?

• Why do people do or say things that surprise us sometimes?

• Why is it sometimes difficult to have an open mind about people?

• Why would it be boring if people didn’t change their abilities or personality?

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

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

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

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

Introduce the To Change Like a Caterpillar game.

• We’re going to play a game in which we identify and develop Caterpillar Thoughts. The game is called, “To Change Like a Caterpillar.”

Place students into groups with diverse peers, and distribute the To Change Like a Caterpillar game. Instruct students to play the game by referring to the instruction and game cards. Remind students that they’ll see the vocabulary words they reviewed for homework on the Caterpillar Word Cards. Walk around the room as the groups are playing, and provide assistance as necessary.

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

• What did you think of the To Change Like a Caterpillar game?

• Were any cards easy or difficult for your group? Why?

• Was your group able to identify the Caterpillar and Worm Thoughts?

• Was it difficult developing Caterpillar Thoughts for the Butterfly cards? Do you think and behave similarly to the characters on the cards, or do you sometimes think more like a worm?

• Are there certain situations in which you think more like a caterpillar versus a worm? Or more like a worm versus a caterpillar?

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

WRAP IT UP

10 MINUTES

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

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

- Point out when you notice students thinking like a caterpillar or a worm to illustrate how their thoughts influence their feelings and actions, and when you want to encourage students to think more positively about situations.

- Help individual students become aware of their thoughts by asking them to stop and reflect on whether they are thinking like a caterpillar or a worm. This will be especially helpful when you notice them engage in behaviors you want to reinforce or help them change.

- Provide opportunities for students to play the To Change Like a Caterpillar Game with different groups of people. This will provide students with ongoing opportunities to practice developing a Caterpillar Mindset.

- Help students prepare for potentially stressful situations (e.g., before a test), 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 (e.g., “You worked really hard on those math problems!”) instead of their fixed characteristics (e.g., “You're really good at math!”). When we focus on children's fixed characteristics (e.g., being smart, being good at something), we promote an entity or fixed view of themselves and others (i.e., a Worm Mindset). In contrast, when we focus on the process students engaged in (e.g., effort, strategies, focus, persistence), we promote resilience and an incremental view of themselves and others (i.e., a Caterpillar Mindset).

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

NOTES:
Thinking Outside the Box

TIME

Day 1
40 MINUTES

Day 2
40 MINUTES

MATERIALS

How I Think Questionnaire (page 154)

People Match Game

People Match Record Sheet (page 155)

People Match Answer Sheet (page 156)

Problems with Stereotyping Worksheet (Day 2) (pages 157-158)

Thinking Outside the Box Worksheet (Day 2) (page 159)

Thinking Outside the Box Strategies (Day 2) (page 160)

PREPARATIONS

Photocopy/print the How I Think Questionnaire (page 154) (one per student).

Prepare the People Match Game (one per group).

Photocopy/print the People Match Record Sheet (page 155) (one per group).

Photocopy/print the Problems with Stereotyping Worksheet (pages 157-158) (Day 2; one per group; double-sided).

GOALS

• Facilitate students’ motivation to think in non-stereotyped ways.
• Increase students’ awareness of how stereotypes influence thinking and behavior toward others.
• Promote flexible and non-stereotyped thinking.
• Provide students with a framework for critically evaluating gendered information.

KEY CONCEPTS

• Thinking for ourselves is important.
• Stereotypes lead us to make incorrect guesses about people.
• Everything is for everyone.
• People don’t always match stereotypes.
• It’s problematic to judge people by their group membership.
• We can develop and practice strategies for thinking in non-stereotyped ways.
Thinking Outside the Box: DAY 1

SET THE STAGE

5 MINUTES

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

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

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

Introduce the Thinking Outside the Box activity:

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

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

FACILITATE THE ACTIVITY

30 MINUTES

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

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

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

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

- Thinking for yourself allows you to control your own thoughts and decisions. But it takes effort. Sometimes, it’s easier to allow others to tell you how to think. Over the next couple of weeks, we’re going to discuss why thinking for yourself is worth the effort. First, let’s do an exercise to see how we think about other people.
Create diverse groups of about three to four peers. Hand out the People Match Game Cards and People Match Record Sheet. Instruct students on how to play the game.

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

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

• Who can tell me something they noticed about how we matched descriptions to people?

• That’s right. A lot of the time we use stereotypes to guide our decisions. What is a stereotype?

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

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

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

• Let’s see if the stereotypes helped us get the matches correct.

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

• Not surprisingly, there wasn’t one group who matched all the descriptions correctly. Why?

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

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

WRAP IT UP

5 MINUTES

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

• What is problematic about using stereotypes to guide our decisions?

Examples: Stereotyping leads to incorrect guesses; we cannot judge a book by its cover.

• Let’s think back to the results of our How I Think Questionnaire. Many in this class reported that they can think for themselves, they don’t let others tell them how they should think, and are leaders. How can using stereotypes make you more of a follower and cause you not to think for yourself?

Examples: We’re using stereotypes to guide our thinking; we’re following what the
stereotype tells us to think; we're not thinking for ourselves and only believing the stereotype.

• Yes, when we allow stereotypes to guide our thinking, we're not thinking for ourselves. Instead, we're allowing the stereotypes to do the thinking for us. Do we want to just follow stereotypes and let them tell us how we should think about people? No. As a class, we're going to work on thinking for ourselves and seeing people as individuals, not stereotypes.

• Has anyone heard of the saying “Thinking Outside the Box?” What does it mean?

Examples: Think differently; think in creative ways; think in a new way; don’t think like everyone else.

• What does “Thinking Outside the Box” have to do with stereotypes?

Examples: Not letting stereotypes think for us; thinking outside the box is thinking for ourselves; when we don’t let stereotypes guide us, we can think in new and creative ways about people.

• The next time we meet to do a Sanford Harmony activity, let’s talk more about the problems of letting stereotypes think for us. We’ll also discuss how we can Think Outside the Box!
SET THE STAGE

5 MINUTES

Remind students of the Thinking Outside the Box activity.

• Last time we did a Sanford Harmony activity, we talked about stereotypes. Who remembers what a stereotype is?
  Examples: A belief that all people in a group are the same; a fixed image of a group of people; judgments about someone based on ideas about the group to which they belong.

• What did we learn about stereotypes during that activity?
  Examples: Stereotypes lead us to make incorrect guesses about people; stereotypes don't allow us to think for ourselves; it's important to view everyone as individuals and not just as members of their gender group; Thinking Outside the Box means not allowing stereotypes to guide us.

FACILITATE THE ACTIVITY

30 MINUTES

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

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

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

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

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

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

WRAP IT UP

5 MINUTES

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

• How can we encourage one another to use our Thinking Outside the Box strategies?
• Are there specific stereotyping problems that are more difficult for us to address?
• What are some examples of situations in school where we use these strategies?
EVERYDAY MOMENTS

- Be mindful of stereotypes displayed in classroom materials (e.g., posters, storybooks, textbooks) or examples you use when teaching.

- Intervene when you observe students teasing or excluding others based on gender or any other social category. Remind them of their experiences participating in this activity, and help them change their stereotyped thoughts.

- Encourage students to participate in a variety of activities and roles.

- Continue using the language students learned in this activity (e.g., not letting stereotypes think for us; Thinking Outside the Box) to reinforce these concepts, promote non-stereotyped thinking, and assist students with practicing these skills in daily situations.

- Ask students to observe the stereotype messages displayed in the environment (e.g., television; magazines; toy stores), and how they affect behavior. Schedule a weekly “Thinking Outside the Box” time to discuss students’ observations (e.g., during Meet Up).

- When you observe students being influenced by stereotypes (e.g. “I can’t wear pink—it’s for girls”), ask them to reflect whether this decision matches who they are, or if they are just allowing stereotypes determine what to do and say.

- 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.

NOTES:
TIME
45 MINUTES

Homework Follow-Up
5 MINUTES

MATERIALS
Scooter Script (page 161)
Messages in the Media Worksheet (page 162)
Messages in the Media Homework (Homework Follow-up)

PREPARATIONS
Photocopy/print the Scooter Script (page 161) (one per student).
Photocopy/print the Messages in the Media Worksheet (page 162) (one per group).
Photocopy/print the Messages in the Media Homework (one per student).

GOALS
• Reinforce concepts covered in the Critical Thinking Unit (i.e., empathy, Caterpillar Thoughts, and stereotyping).
• Increase students’ awareness of how the media influences their thoughts and behaviors.
• Provide students with the opportunity to critically evaluate gender and relationship messages present in the media.

KEY CONCEPTS
• Our thoughts influence our feelings and behaviors.
• We can change the way we think, so that we interact with one another in positive ways.
• Messages in the media influence how we think and behave.
• It’s important to think for yourself.
• It’s important to be aware and critical of media messages.
SET THE STAGE

10 MINUTES

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

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

• We talked about a lot of different things in this unit. All of these different topics—empathy, Caterpillar Thoughts, and stereotyping—help us realize how our thoughts influence our feelings and behaviors. We learned that we can change the way we think, so that we behave and interact with one another in more positive ways. Today, we’ll see how some of these concepts are present in the media.

• Why do you think it’s important to know how empathy, Caterpillar or Worm Thoughts, and stereotyping are portrayed in the TV shows and movies we watch?

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

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

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

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

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

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

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

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

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

Examples: It’s OK to do these things; it’s cool to behave this way.

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

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

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

**Introduce the Critical Thinking in Practice activity:**

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

**FACILITATE THE ACTIVITY**

**25 MINUTES**

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

Give each actor and student a copy of the Scooter Script. Make sure the audience knows which character each statement is portraying.

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

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

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

- What was the concept illustrated in this script?

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

- What were some stereotypes the characters said?

Examples: Mike: It has pink wheels; you just bought a girl's scooter; only girls ride these things.

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

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

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

Examples: Preventing possible hobbies (activities, possessions).

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

Examples: Happy, excited, proud.

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

Examples: Disappointed, embarrassed, frustrated.

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

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

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

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

WRAP IT UP

10 MINUTES

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

• How are kids your age influenced by the messages we saw in the script?
• How can analyzing the messages in the media help you be more in control of your decisions?
• How can kids your age help one another be leaders and behave in positive ways, instead of following negative behaviors just because they’re considered popular?

HOMEWORK FOLLOW-UP

5 MINUTES

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

• To help us practice identifying messages in the media, you’ll have a homework assignment that involves watching TV! How many of you watch TV?
• As you’re watching TV, notice messages that portray the concepts learned in this unit—empathy skills, Caterpillar and Worm Thoughts, and stereotyping—and fill out the questions whenever you notice. List the date, time, and show or commercial. Then, write the concept in the space provided. Be specific. If the concept is empathy, list which of the empathy skills you observed (e.g., identified feelings), or lack of empathy skills you observed (e.g., ignored someone’s perspective). If it’s a Caterpillar or Worm Thought, list what the character said. If you observed stereotyping, list the stereotype and the problem type (e.g., preventing potential friendships).
• Describe what you observed and think of how this message influences kids your age (e.g., it teaches you the benefits of showing empathy for others).
• We’ll have an opportunity to share our observations with one another. Does anyone have any questions on how to complete the assignment?

Give students a few days to complete the assignment. Provide them with the opportunity to share their observations in groups or with the class.
EVERYDAY MOMENTS

- Continue to ask students to identify relationship and stereotype messages displayed in the environment (e.g., television, magazines, toy stores, posters, music), and set aside time to discuss how these messages affect behavior. Schedule a weekly “Thinking Outside the Box” time to discuss students’ observations (e.g., during Meet Up).

- When students are sharing their observations of media and environmental messages, prompt them to think about how they can change the messages to be more positive (e.g., “How would you rewrite the dialogue for this show so that the character showed empathy?”).

- Be mindful of the messages students communicate to each other in daily interactions, and encourage them to reflect on how these messages influence their behavior.
UNIT 3

Communication
Contents

This unit contains all resources needed for teaching Grades 5 & 6 Unit 3: Communication. Resources include: activities, games, and supplemental materials.

**UNIT 3: Communication is composed of four activities:**

**Activity 3.1**
Name That Communication Bloop—Students learn about potential problems, or “Bloopers,” that occur when communicating with others.

**Activity 3.2**
The Communicator—Students identify effective strategies, or “Boosters,” to use when communicating with others.

**Activity 3.3**
Communication in the Media—Students identify Communication Bloopers and Boosters in the media.

**Activity 3.4**
Collaboration in Action—Students practice using Communication Boosters and avoiding Communication Bloopers in a cooperative learning group activity.
ACTIVITY SNAPSHOTS

Activity 3.1
Name That Communication Bloop—
Students learn about potential problems, or
“Bloopers,” that occur when communicating
with others.

Activity 3.2
The Communicator—Students identify
effective strategies, or “Boosters,” to use
when communicating with others.

Activity 3.3
Communication in the Media—Students
identify Communication Bloopers and
Boosters in the media.

Activity 3.4
Collaboration in Action—Students practice
using Communication Boosters and avoiding
Communication Bloopers in a cooperative
learning group activity.

DESCRIPTION
Activities in the Communication Unit
allow students to participate in
observational and experiential exercises
to increase their understanding of
healthy and unhealthy communication
patterns. Students learn to identify
their own communication styles and
are provided with opportunities to
practice effective ways of engaging
with others.
**RESEARCH 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 to work with their classmates in productive ways. Students become frustrated and unproductive in work groups when they are ill prepared to resolve conflicts, express their ideas, assert their opinions, ask for assistance, and ensure that all members are contributing to the task. In some cases, students may perceive that group work is even more challenging when placed with peers who are unfamiliar to, or different, from them. For example, students often resist being placed in mixed-gender groups and tend to complain about the difficulty of working with other-gender peers (e.g., boys are slackers; girls are controlling).

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

TIME
50 MINUTES

MATERIALS
Unit 3 Home–School Connection Letter (page 73)
Bell
Communication Blooper Cards
Communication Blooper Script (Student copy) (pages 163-165)
Communication Blooper Script (Teacher copy) (pages 166-168)
Communication Bloopers and Boosters Reference Guide (page 169)

PREPARATIONS
Photocopy/print and send home the Unit 3 Home–School Connection Letter (page 73) (one per student).
Photocopy/print the Communication Blooper Cards (one set per group).
Photocopy/print the Communication Blooper Script (pages 163-165) (Student copy; six copies).
Photocopy/print the Communication Blooper Script (pages 166-168) (Teacher copy).
Review the Communication Bloopers and Boosters Reference Guide (page 169).

GOALS
• Increase students’ awareness of Communication Bloopers.
• Provide students with an opportunity to practice identifying Communication Bloopers.
• Prepare students for the activities contained within the Communication Unit.

KEY CONCEPTS
• Working in groups can be challenging.
• Communication Bloopers (interrupting, controlling, ignoring, and withdrawing) can prevent us from working successfully with one another.
• Everybody “bloops.”
• Being aware of Communication Bloopers will allow us to catch and stop ourselves when “blooping.”
SET THE STAGE

5 MINUTES

Remind students of the purpose of Sanford Harmony:

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

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

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

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

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

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

• Interrupting means stopping someone in the middle of what he or she is doing or saying. If I'm in a group and [insert name of student] is sharing her idea, but I cut her off to say my idea, I'm interrupting.

• Controlling means deciding the direction of the group without considering others' perspectives.

• Ignoring means not recognizing other group members' needs or perspectives. Suppose [insert name of student] is one of my group members and asks me a question, but I don't answer, or even acknowledge, it—that's ignoring.

• Withdrawing is removing yourself mentally or physically from the group task. If I decide to doodle on my notebook instead of contributing ideas to my group, or listening, that's withdrawing.

Now that we know something about each of these four Communication Bloopers, let's work together to determine which Communication Blooper best describes each of the ideas you brainstormed. Let's look at the challenges you came up with and see which challenges match up with each Blooper.

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

When finished matching up the challenges with the Communication Bloopers, introduce the Communication Unit.
• Today we’re beginning a new unit—the Communication Unit. The activities provide us the opportunity to think about how to avoid Communication Bloopers, and teach us Communication Boosters, or effective communication strategies.

FACILITATE THE ACTIVITY

40 MINUTES

• Today, we’ll play a game called Name that Communication Blooper. The purpose is to practice identifying Communication Bloopers. We all use Communication Bloopers from time to time. For example, you may get really excited about one of your ideas and interrupt a group member to share it. Most of us don’t mean to bloop, and usually don’t even realize we’re doing it. Today’s goal is to help us become more aware of these Bloopers, so we catch and stop ourselves when we’re about to bloop.

• I need six students to volunteer to act out a short play in front of the class—twice. The first time, these six will act out the play, and the rest of the class will observe. The second time, I’m going to sound a bell at various times throughout the play. The actors will freeze, and then I’ll say, “Name that Blooper!” Those of you who aren’t actors will make up four teams. Each team decides which Blooper occurred and, when I give the signal, the team leader holds up the appropriate Blooper Card. The team who correctly identifies the most Bloopers wins.

Select six volunteers to serve as actors (four students, one teacher, one narrator).

Distribute the script to the actors and assign a role to each student. Instruct them to silently read over the script, and let them know they will act it exactly as written. Meanwhile, divide the remainder of the class into four teams. Have students arrange their chairs so they are near their team members and facing the front of the classroom; instruct the actors to read the script out loud as the rest of the students observe. Be sure to identify for the audience which character each student is portraying. After the script has been read through once, provide each team with a set of Communication Blooper Cards. Instruct them to select a Team Captain, who will be responsible for holding up the appropriate Blooper Card.

Provide students with additional instructions:

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

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

WRAP IT UP

5 MINUTES

Discuss the experience with students. Ask:

• Which Communication Blooper occurs most often in this classroom?

• Everyone bloops once in a while! Which Communication Blooper is most difficult to avoid when working in groups? What can you do to avoid that Blooper?

• Which Blooper makes it most difficult for a group to succeed?

• As we already discussed, we’ve used Bloopers when we work in groups. The first
step to stop blooping is to notice blooping in the first place. As a class, we can help each other become more aware of our Bloopers. What are some ways we can be supportive of one another and let classmates know if they’ve blooped?

EVERYDAY MOMENTS

- Help students become aware of their Bloopers by asking them to keep a tally during the day. Schedule a time for students to discuss their experiences with one another.

- Develop a non-judgmental system in which students support one another recognizing their Bloopers. For example, develop a word or phrase students can use to point out when they bloop (e.g., “Oops a bloop!” “You blooped!” “Everybody blooped!”).

- Acknowledge when you bloop in front of your students to convey the message that everybody blooped and that it’s important to catch yourself when you do it.
Dear Parent/Guardian(s):

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

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

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,
Tips

1. Ask your child to name the Communication Bloopers discussed in the first activity (interrupting, controlling, ignoring, and withdrawing.) Everybody “bloops,” but we can decrease how often by catching ourselves in the act. Discuss which blooper is most difficult to avoid. Share the blooper you have trouble avoiding.

2. The second activity describes the four types of Communication Boosters: listening, supporting, facilitating, and negotiating. Which of the strategies is the easiest for your child to use? The most difficult? Share the strategies you find challenging.

3. Watch your child’s favorite TV show together and record how often characters display Bloopers or Boosters. Discuss how they influence the way characters think, feel, and behave, and how they affect their interactions with others.

4. During a family meal or activity, have at least one member of your family keep track of the number of Bloopers and Boosters that occur during the discussion. Do this at least once a week and see if your family can improve its score.
TIME

30 MINUTES

MATERIALS

Bell

Communication Booster Cards

The Communicator Script (Student copy) (pages 170-172)

The Communicator Script (Teacher copy) (pages 173-175)

Communication Bloopers and Boosters Reference Guide (page 169) (Activity 3.1)

PREPARATIONS

Communication Booster Cards (one set per group).

Photocopy/print the Communicator Script (pages 170-172) (Student copy; one per student).

Photocopy/print the Communicator Script (pages 173-175) (Teacher copy).


GOALS

• Increase students' awareness of Communication Boosters (effective communication strategies).

• Provide students with an opportunity to practice identifying Communication Boosters.

KEY CONCEPTS

• Practicing and implementing effective communication strategies can help us have more positive work group experiences.

• It is important to take the time to learn and practice communication skills.
SET THE STAGE

5 MINUTES

Remind students about the Name that Communication Blooper activity:

• Who can summarize the Name that Communication Blooper activity?
  Examples: We watched classmates act out a script and identified the four Communication Bloopers: ignoring, interrupting, controlling, and withdrawing.

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

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

• As we’ve discussed, working in groups can be difficult, but Communication Boosters can help us have more positive experiences. OK [insert class name], let’s brainstorm what it means to effectively communicate. I’ll write your ideas on the board. Remember, there are no right or wrong answers.
  Examples: Listening to and answering group members’ questions; praising group members; compromising with group members; offering ideas for a group task; helping group members when they get stuck.

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

• Most of these ideas have something to do with four types of Communication Boosters that we’re going to discuss today. These Boosters are: (1) listening, (2) supporting, (3) facilitating, and (4) negotiating.

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

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

Ask for students’ assistance helping you identify which ideas correspond with each Communication Booster.

FACILITATE THE ACTIVITY

20 MINUTES

Introduce the activity:

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

• The characters in this play are, once again, Patrice, Julio, Herman, Jenna, and Mr. Finkle, but they’ve learned a lot about communicating since we last heard from them. They must have been part of Sanford Harmony, too!

• Remember, we’ll first have the actors read the play once through. As they act out the
play for the second time, I’m going to sound the bell at various points throughout. The actors will freeze, and then I’ll say, “Name That Communication Booster!” Those of you who aren’t actors will make up four teams. Each team decides which Communication Booster occurred, and when I give the signal, the Team Captain will hold up the appropriate Communication Booster card. The team or teams who correctly identify the most Communication Boosters win.

- Make sure you pay attention because there may be two Communication Boosters at the same time.

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

Provide students with additional instructions:

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

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

WRAP IT UP

5 MINUTES

Discuss the experience with students. Ask:

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

• Help students become aware of Communication 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 reward system in which students support each other by recognizing Communication Boosters. For example, develop a word or phrase students can use to point out to each other 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 of how to solve the math problem. Nice boost!”).
Communication in the Media

TIME

Homework Prep

5 MINUTES

30 MINUTES

MATERIALS

Communication in the Media Worksheet (pages 176-178)

PREPARATIONS

Photocopy/print Communication in the Media Worksheet (pages 176-178) (one per student).

GOALS

• Provide students with additional practice identifying Communication Bloopers and Communication Boosters.

• Expose students to examples of Communication Bloopers and Boosters in the media.

• Increase students' awareness of the positive and negative thoughts, feelings, and behaviors associated with Communication Bloopers versus Communication Boosters.

KEY CONCEPTS

• Everyone uses Communication Bloopers and Boosters.

• It is important to recognize when others bloop or boost in our environment.

• Communication Bloopers and Boosters influence how we think, feel, and behave.
Communication in the Media

HOMEWORK PREP

5 MINUTES

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

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

SET THE STAGE

5 MINUTES

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

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

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

Record the responses on the board.

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

Explain the purpose of the Communication in the Media activity:

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

FACILITATE THE ACTIVITY

10 MINUTES

Introduce the Communication in the Media activity:

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

Circulate the room and provide assistance as necessary.
WRAP IT UP

15 MINUTES

Discuss the experience with students. Ask:

• Raise your hands if you and your group members identified any of the same Communication Bloopers. What are some examples of the Bloopers you observed?

• Raise your hands if you and your group members identified any of the same Communication Boosters. Describe some Boosters you observed.

• What are some examples of thoughts, feelings, and behaviors that resulted from Communication Bloopers?

• What are some examples of thoughts, feelings, and behaviors that resulted from Communication Boosters?

• Of the Bloopers or Boosters you observed on television, do any also occur in this classroom?

• How do Bloopers prevent groups from reaching their goals? How do Boosters help groups reach their goals?

• Now that we’ve discussed how Bloopers and Boosters influence peoples’ thoughts, feelings, and behaviors, do you think we might be able to bloop less and boost more when we are interacting with each other in groups?
EVERYDAY MOMENTS

• Help students recognize how their Communication Bloopers and Boosters affect the thoughts, feelings, and behaviors of others (e.g. “It made Ray feel good when you took the time to listen and respond to his story;” “Marjorie, what were you feeling and thinking when Jonathan interrupted your story?”).

• Continue to have students identify and record the Communication Bloopers and Boosters they observe. Schedule a weekly Communication Bloopers and Booster time for students to share their observations (e.g., during Meet Up).
TIME
45 MINUTES

MATERIALS
Collaboration in Action Record Sheet (page 179)

Collaboration in Action Blooper and Booster Tickets (pages 180-183)

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

Rulers (one ruler for each team)

Scissors (one pair for each team)

Scotch Tape (one roll for each team)

PREPARATIONS
Photocopy/print the Collaboration in Action Record Sheet (page 179) (one per group).

Prepare the Collaboration in Action Blooper and Booster Tickets (pages 180-183) (one set per group).

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

GOALS
• Reinforce the concepts taught in the Communication Unit.
• Provide students with the opportunity to practice avoiding Communication Bloopers.
• Provide students with the opportunity to practice using Communication Boosters.

KEY CONCEPTS
• Avoiding Communication Bloopers and using Communication Boosters can be difficult.
• It is important to practice avoiding Communication Bloopers and using Communication Boosters.
SET THE STAGE

10 MINUTES

Remind students about participating in the previous Communication Activities.

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

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

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

Examples: Interrupting, Ignoring, Controlling, and Withdrawing.

• Great! Now, who remembers the four Communication Boosters?

Examples: Listening, Facilitating, Negotiating, and Supporting.

Introduce the Collaboration in Action (CIA) activity.

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

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

FACILITATE THE ACTIVITY

30 MINUTES

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

• I’m going to place you into teams. The goal is to build the tallest possible tower using only one piece of paper. You’ll have scissors to cut the paper and tape that can be used to fasten the pieces of paper together. The tape may not be used to provide extra height. Your tower must stand by itself for at least five seconds. You cannot tape your tower to the table—it must stand by itself. Each team will be given two chances to show that their tower can stand for at least five seconds. The team with the tallest tower that can stand for five seconds will receive 10 points. The team with the second tallest tower that stands for at least five seconds will get six points, and the team with the third tallest tower that stands for at least five seconds will get two points.

• Four people on your team will work on the tower, and two people will be assigned the important role of Communication Observers. One Observer is responsible for noticing the Communication Bloopers, and the other Observer for noticing the Communication Boosters. The Blooper Observers will have tickets in their hands, and when they notice someone on the team blooping, they’ll put down that Blooper ticket on the table.

• The Booster Observers will also have tickets in their hands, and when they notice someone
Collaboration in Action

using a Communication Booster, they will put down that Booster ticket on the table.

• It’s important to pay close attention to your team while building the tower, because at the end of the game, each team member will be asked to name at least one example of a Blooper or Booster they heard while the team worked to build the tower. Each team will get one extra point for each Booster ticket, and deducted one point for each Blooper ticket. You can earn up to 10 points for your tower, and one point for each Booster ticket received. Be careful of those Bloopers, because one point is deducted for each! Does anyone have any questions?

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

Provide students with additional instructions:

• When I say “go,” your team can begin planning your strategy for your tower. You’ll have five minutes to plan your strategy.

• When the five minutes are up, you can begin building your towers. You cannot begin until the five minutes have passed. You’ll have 10 minutes to build your towers, and I will provide five- and one-minute warnings. Observers, your job is tough! It’s not easy identifying Bloopers and Boosters; just do the best you can, and try to stay focused on what’s happening with the team. At the end of the game, we can discuss any questions you have regarding the Bloopers and Boosters. Does anyone have any questions? OK, Go!

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

Allow teams and observers to spend five minutes discussing this experience with one another.

• Now that we’re finished playing the game, spend a few minutes discussing the experience with your team. Discuss any Communication Boosters that helped your team, and identify Boosters that you could improve upon the next time you work together in groups. Observers, participate in this discussion by providing the team with feedback.
WRAP IT UP

5 MINUTES

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

• What did you think of the Collaboration in Action (CIA) game?

• Observers, were there any instances in which you had trouble deciding if the team should get a ticket? What are some examples? (Have the class discuss these situations and decide if the team should have been awarded a ticket.)

  – Team Members, look at your record sheet. Which Communication Blooper gave you the most trouble? How can we work on avoiding it in the future?

  – Which Communication Booster was difficult for your team? Which one was easy?
EVERYDAY MOMENTS

- Play the CIA game frequently to help students practice using Communication Boosters and avoiding Communication Bloopers. The CIA game can be incorporated into any cooperative learning/group activity.
Contents

This unit contains all resources needed for teaching Grades 5 & 6 Unit 4: Problem Solving. Resources include: activities, games, and supplemental materials.

UNIT 4: Problem Solving is composed of four activities:

Activity 4.1
The Animals of Conflict—Students identify common conflicts that occur at school and discuss different approaches to resolving these conflicts.

Activity 4.2
Name That Conflict Style—Students recognize their own conflict style and practice identifying the consequences associated with each style.

Activity 4.3
Step It Up—Students learn a step-by-step approach to effectively resolve conflicts with others.

Activity 4.4
Practice Makes Perfect—Students practice resolving conflict with the Step It Up approach, by creating scripts that contain conflict scenarios and resolutions.
ACTIVITY SNAPSHOTS

Activity 4.1
The Animals of Conflict—Students identify common conflicts that occur at school and discuss different approaches to resolving these conflicts.

Activity 4.2
Name That Conflict Style—Students recognize their own conflict style and practice identifying the consequences associated with each style.

Activity 4.3
Step It Up—Students learn a step-by-step approach to effectively resolve conflicts with others.

Activity 4.4
Practice Makes Perfect—Students practice resolving conflict with the Step It Up approach by creating scripts that contain conflict scenarios and resolutions.

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

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 non-academic 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 communicates his or her perspectives 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.
The Animals of Conflict

TIME

40 MINUTES

MATERIALS

Unit 4 Home–School Connection Letter (page 97)
Teacher Reference Guide (page 184)
Animals of Conflict Worksheet (page 185)

PREPARATIONS

Photocopy/print and send home the Unit 4 Home–School Connection Letter (page 97) (one per student)
Photocopy/print the Animals of Conflict Worksheet (page 185) (one copy for each buddy pair).

GOALS

• Increase students’ understanding of conflict.
• Introduce students to various conflict resolution styles.

KEY CONCEPTS

• Conflict is a necessary part of life.
• Conflict can lead to positive outcomes.
• There are different approaches to resolving conflict.
• Using an assertive approach to resolving conflict helps us build more positive relationships, and allows us to reach solutions that benefit others and ourselves.
**SET THE STAGE**

**10 MINUTES**

Remind students of their experiences engaging in the Communication Unit:

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

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

Introduce the activities in the Problem Solving Unit:

- Another step in creating a positive classroom community and becoming better communicators, is understanding how to resolve conflict with one another. In this unit, we learn about conflict and the strategies used to resolve conflict.

- Let's think about the conflict that happens in our lives. What are some examples?

Write down students' responses on the board.

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

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

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

- Conflict has many benefits; we just need to learn how to conflicts effectively.

- Let's start by thinking of the different ways in which people respond to conflict. We listed on the board examples of different types of conflict that happen in our lives. Which conflict should we choose to talk about?

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

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

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

Invite students to share their problem-solving responses. Record their responses in the appropriate columns on the board (see
The Animals of Conflict

Teacher Reference Guide for descriptions of the three approaches to problem solving. If students do not provide any, prompt them to think about responses that fit with the approach. When the students are finished sharing, introduce the three problem-solving approaches.

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

Examples: The person isn't expressing his or her feelings; he or she is allowing others to take advantage of him or her; he or she seems uncomfortable handling conflict.

• This is a very passive approach to resolving conflict. A person who uses this approach is a Conflict Avoider. If we think of animals to describe these different approaches, this is a turtle because the person is hiding from the conflict—retreating inside their shell.

• What do you notice about the responses in the middle column (assertive approach)?

Examples: The person is trying to compromise; the person is showing respect for the other person; he or she is expressing feelings and ideas; he or she is trying to come up with a solution.

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

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

Examples: The person is trying to control the situation; he or she is being aggressive; he or she is saying hurtful things; he or she is blaming the other person.

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

• We identified three different approaches to resolving conflict. We're going to see what these different approaches look like in action.

FACILITATE THE ACTIVITY

25 MINUTES

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

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

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

Walk around the room and provide assistance as necessary. When students are finished writing their scripts, ask for volunteers to act out their scripts for the class. Discuss how the different approaches led to different outcomes in the scenario.

• We identified three different approaches to resolving conflict today, and saw how Sarah could have used each approach to resolve her conflict with Bob. Which approach has the best chance of being successful in this situation? Why?
The Animals of Conflict

4.1

Grades 5 & 6

• Resolving conflict like an owl usually helps us reach solutions that benefit others and ourselves.

WRAP IT UP

5 MINUTES

Discuss the experience with your students. Ask:

• What did you learn about conflict?
• What challenges would we face if we used an owl approach to resolving conflict?
• Sometimes, it's difficult to know how to resolve conflict like an owl when we're in conflict situations. We're going to practice these skills together. During the next few weeks, we'll learn steps to help guide us in resolving conflict like an owl and making 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 in which they identify conflict strategies that are present in their environment or the media.

NOTES:
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 Sanford Harmony Problem Solving Unit 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:

1. Stop, Think, and Cool Off
2. Talk It Out
3. Evaluate Possible Solutions and Consequences
4. Pick a Realistic Solution and Try It Out

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

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,
Tips

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

1. Discuss the approach that different family members have used to resolve conflict, and the costs and benefits of each approach.

2. When problems or conflicts occur at home, help your child practice using the Step It Up approach. Use the worksheet attached to this letter to assist you with following the steps.

3. Hang the Step It Up Poster (see attached) somewhere in your house (e.g., on the refrigerator) to remind your child and other family members to Step It Up.

4. Prompt your child to teach other family members and friends how to Step It Up.
Name That Conflict Style

TIME
45 MINUTES

MATERIALS
What's My Conflict Style? Questionnaire (pages 186-188)
Name That Conflict Style Game Cards
Conflict Style Cards
Name That Conflict Style Reference Guide (pages 189-190)

PREPARATIONS
Photocopy/print the What's My Conflict Style? Questionnaire (pages 186-188) (one per student).
Prepare the Name That Conflict Style Game Cards (one set per class).
Prepare the Conflict Style Cards (one set per group).
Prepare the Name That Conflict Style Reference Guide (pages 189-190).

GOALS
• Increase students’ understanding of various conflict resolution styles.
• Promote an awareness of one’s own and others’ conflict resolution styles.

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

SET THE STAGE

5 MINUTES

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

- The last Sanford Harmony activity focused on conflict and resolution. Who remembers what we discussed? What did you learn about conflict and how to resolve it?

Examples: We discussed the owl, shark, and turtle in terms of resolving conflict; we learned we can problem-solve conflict, avoid conflict, or control the outcome of a conflict.

- Today, we learn more about how to handle conflict. Why is it important to understand how others and we handle conflict?

Examples: Conflict happens every day; we can be aware of what we do when faced with conflict, and learn how to handle it better in the future; it’s good to know how others handle conflict, so we can put ourselves in their shoes during conflict; we have better relationships with people.

- Who can tell me the different styles of resolving conflict we talked about last week?

- One style is the Conflict Avoider, or turtle. What are examples of this type of conflict resolution?

Examples: Walks away during a conflict; changes the subject; avoids bringing up topics; ignores the conflict.

- Another style is the Solution Finder, or owl. Can you provide examples of this type of conflict resolution?

Examples: Talks with the other person about the disagreement; states feelings; listens; asks questions; works toward a mutually satisfying solution; offers many different solutions.

- The last style is the Conflict Controller, or shark. What are examples of this type of conflict resolution?

Examples: Tries to “win” the conflict at any cost; can be physical (hit, push, etc.); yells; criticizes; interrupts; threatens the other person; refuses to give in to the other person; insists that his or her position is the correct one.

- Now that we know the different types of conflict resolution strategies, we’ll practice recognizing these strategies in others and ourselves.

FACILITATE THE ACTIVITY

35 MINUTES

- The purpose of today’s activity is to take a closer look at how you respond to conflict. The activities are meant to help you become more aware of your and others’ responses to conflict, without judging. Most people use different strategies to resolve conflict. As we discussed last week, our strategy usually depends on the situation. It’s important to recognize which we use most often, so we can recognize when we use a strategy that doesn’t work.

Pass out the What’s My Conflict Style Questionnaire. Review the worksheet directions with students and instruct them to work independently. Circulate the classroom and provide assistance as necessary.

Once everyone finishes with the questionnaire, tell the students that column 1 represents Conflict Avoider (turtle), column 2 represents Solution Finder (owl), and column 3 represents Conflict Controller (shark). Have them circle the conflict animal that represents their highest score, and invite them to share the results of their quiz.
Name That Conflict Style

• How did you feel about the results of the questionnaire? Was it surprising? Were you able to predict which conflict animal you were going to be?
• Do you feel your conflict strategy works well in most situations?
• Do you think it's important to learn how to use one of the other strategies more often?

Introduce the Name That Conflict Style Game.

• Now that you've learned how you usually deal with conflict, we're going to play a game to see how well we can recognize the different conflict resolution strategies.

Place students in groups of four to five and instruct them how to play the game (refer to the Name That Conflict Style Instruction Card). Pass out one set of Conflict Style Cards to each group.

When the game is over, congratulate the winning team and discuss the experience. Questions to ask:

• What did you think of the game?
• Were certain strategies more difficult to act out than others? What does this tell us about real life conflict?
• Why do you think certain teams were able to get more points than others?

WRAP IT UP

5 MINUTES

Prompt students to think about what they learned in the Name That Conflict Style activity. Questions to ask:

• What did we learn about conflict today?
• Which conflict style do you think is the most difficult to use? Why?

• Sometimes, it's easier to walk away or yell at someone when there's a conflict, but we learned that these approaches often make us feel bad, and they usually don't help us reach our goals. That's why next week we're going to learn tips that will help us become Solution Finders!
EVERYDAY MOMENTS

- When conflicts arise in the classroom, prompt students to reflect on their goals, brainstorm different solutions and their associated approaches (i.e., Conflict Controller), and consider which solution is most likely to achieve their goal.
Step It Up

TIME

40 MINUTES

MATERIALS

Smooth Solutions Worksheet (pages 191-193)
Step It Up Bookmarks (page 194)
Step It Up Poster (page 195)
Step It Up Worksheet (pages 196-197)

PREPARATIONS

Photocopy/print the Smooth Solutions Worksheet (pages 191-193) (one per pair of students).
Laminate and cut out the Step It Up Bookmarks (page 194) (one per student).
Photocopy/print the Step It Up Poster (page 195) (optional).
Photocopy/print the Step It Up Worksheet (pages 196-197) (10 per class; double-sided) (see Everyday Moments).

GOALS

• Introduce students to a step-by-step approach for effectively resolving conflict
• Provide students an opportunity to practice the Step It Up approach

KEY CONCEPTS

• It is important to learn and practice effective approaches to resolving conflict.
• The Step It Up approach is a useful tool for effectively resolving conflicts.
SET THE STAGE

5 MINUTES

Remind students about the Name That Conflict Style activity and ask them to recall what they learned:

• What did you learn from the Name That Conflict Style activity?
  Examples: There are different ways to resolve conflict; we have different feelings during conflict.

• What examples of the conflict resolution styles have you learned?
  Examples: Solution Finder (the owl), Conflict Avoider (the turtle), and Conflict Controller (the shark).

• Today, we'll learn the owl's approach to resolving conflict: Step It Up. Step It Up is a strategy that includes regulating emotions, engaging in respectful dialogue, and identifying effective solutions that are satisfactory to all parties involved in the conflict. Conflict can occasionally call for turtle or shark resolution styles; can you think of situations in which a turtle or shark resolution style is effective?
  Examples: If being an owl (seeking a solution) could result in physical harm, it's better to be a turtle and avoid conflict; if you need to take control of a situation for safety reasons, it's better to be a shark.

• Most often, however, the owl's Step It Up approach is a helpful tool for effectively resolving conflict.

• Resolving conflict is challenging, even for adults.

FACILITATE THE ACTIVITY

20 MINUTES

• What does S stand for? T? E? P?
  Stop, Think, and Cool Off; Talk It Out; Evaluate Possible Solutions and Consequences; Pick a Realistic Solution.

Record students' responses on the board, have them pair up with their buddies, and distribute one Smooth Solutions Worksheet per pair. Instruct them to take turns recording their answers for each scenario.

• Complete the worksheets together with your partner, but first we'll complete an example as a class. It says: Jill and Jake are playing four square. Jill isn't playing the game according to the rules, and Jake is getting upset.

• Let's use Step It Up to help Jake resolve this conflict. What does S stand for?

• S stands for Stop, think, and cool off. Why is this important? How is Jake feeling?
  Examples: Frustrated, angry, mad.

• What does T stand for? Talk it out. How can Jake effectively communicate his perspective to Jill?
  Example: Jill, I'm feeling angry because you aren't following the rules.

• How can Jill effectively communicate her perspective to Jake?
  Examples: I thought I was playing the game correctly. I just wasn't sure of the rules."

• What does E stand for? Evaluate all possible solutions and consequences. Let's brainstorm some possible solutions and the associated consequences.

• What does P stand for? Pick a realistic solution. What is the best solution and why will it work?
Step It Up

• Work through the Step It Up approach to resolving conflict for the two scenarios on the worksheet.

As students complete the worksheet, walk around the room and provide assistance as necessary.

WRAP IT UP

5 MINUTES

At the end of the activity, discuss the experience, and if there is time, ask each pair to report their experience to the class.

Questions to ask:

• What did you learn about how you prefer to resolve conflict?

• Is there such a thing as a ‘right’ solution in scenarios like the ones listed on your worksheet?

<table>
<thead>
<tr>
<th>Animal</th>
<th>Solution</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owl</td>
<td>Jake and Jill can ask a student or teacher to clarify the rules</td>
<td>Jake and Jill can continue playing Four Square</td>
</tr>
<tr>
<td>Owl</td>
<td>Jake and Jill can play rock-paper-scissors to decide whose version of the rules is correct</td>
<td>Jake and Jill can continue playing Four Square</td>
</tr>
<tr>
<td>Turtle</td>
<td>Jake and Jill can quit playing and do something else</td>
<td>Jake and Jill can avoid the Conflict, but are unable to continue their game of Four Square</td>
</tr>
<tr>
<td>Shark</td>
<td>Jake can yell at Jill until she gives in</td>
<td>Jake and Jill can continue playing, but Jill isn't satisfied with the solution and her feelings are hurt</td>
</tr>
</tbody>
</table>
EVERYDAY MOMENTS

• Utilize the language taught in this unit to reinforce and generalize the concepts into your daily routine (e.g., Step It Up; Solution Finders).

• Prompt students to use the Step It Up Worksheet when conflicts arise in the classroom. Keep these worksheets in an accessible place for all students, and encourage your class to use them when confronted with a conflict.

• Schedule regular times for students to discuss conflicts that occur in the classroom (e.g., during Meet Up), and prompt them to utilize the Step It Up approach.
TIME

Day 1
45 MINUTES

Day 2
45 MINUTES

MATERIALS

Conflict Dilemmas Worksheet (pages 198-199)
Conflict Scenario Strips (pages 200-201)

PREPARATIONS

Photocopy/print the Conflict Dilemmas Worksheet (pages 198-199) (one per group; double-sided).

Cut out the Conflict Scenario Strips (pages 200-201) (one strip per group).

GOALS

• Provide students with the opportunity to practice resolving peer conflicts using the “Step It Up” problem-solving approach.

KEY CONCEPTS

• It is important to learn and practice effective approaches to resolving conflict.

• Conflicts can occur in any situation.
SET THE STAGE

5 MINUTES

Remind students of their experiences engaging in the previous problem-solving activities:

- We’ve been taking part in activities to help us understand that everyone responds to conflict differently, and we’ve also learned the steps needed to resolve conflict. Who can remind us what we did that focused on resolving conflict?

Examples: We completed worksheets to learn what conflict is, our different conflict styles, and others’ conflict styles; we identified different styles of conflict, including Solution Finders, Conflict Avoiders, and Conflict Controllers; we learned the “Step It Up” approach to resolving conflict.

- Why is it important to know how to resolve conflict and to understand how you feel about it?

Examples: Conflict happens all the time and it’s good to know how to deal with it so we can learn from these situations.

Introduce the Practice Makes Perfect activity:

- Today, we’ll continue discussing how we think about others and ourselves in resolving conflict. Whenever we learn new things, it’s always good to practice what we’ve learned.

FACILITATE THE ACTIVITY

35 MINUTES

Place students into diverse groups of four to six, and hand out the Conflict Dilemmas Worksheet.

- The activity today involves practicing conflict resolution styles, and steps to resolve conflict as a group. This activity will cover two days. Today, you and your group will randomly pick a scenario and start writing a script that addresses the conflict in an effective way. Each group member will have an assigned role. The second day, you’ll finalize your script, practice, and role-play in front of the class.

Place the Conflict Scenario Strips in a bowl or hat and have each group draw one scenario on which to base their scripts.

- Each group will draw a Conflict Dilemma out of a bowl or hat.

- The scenario you pick is what you will use to write a script that includes the scenario and the resolution of the conflict.

- On the back of the Conflict Dilemmas Worksheet, there is an Example Script you can use to get ideas for your own script. Everyone’s script should include the title of the role-play. On the Example Script, what is the title?

Example: Lunch Money

- Underneath that, list your group members. Who wrote the Example Script?

Example: The Sanford Harmony Team

- You will then detail the number of parts and the names of the parts in your role-play. Who can tell me the names of some of the parts in the Example Script?

Examples: Narrator, Abby, Jeff, Friend 1, Friend 2, Friend 3

- From the script, can you tell me which steps Abby used in Step It Up to resolve the conflict?

Examples: She stopped and cooled off to figure out how she was feeling about the situation; she thought through many
different solutions and consequences to the problem; she suggested a solution to Jeff and he agreed.

- Who can tell me which conflict animal Abby was? What about Jeff?
  Example: Abby = Owl. Jeff = Shark.
- Great; are there any questions about what the script should look like?
- Begin working in your groups. Each team member must have a role in the writing or acting process (record the roles of each team member on the worksheet). Assign the script writer; this can be one person or many people. Assign the actors; detail this on your worksheet. Then, start writing your short script for a 5- to 10-minute role-play that describes your team's scenario. The script should also include the conflict resolution style and the “Step It Up” approach to resolve the conflict.

**Walk around the room and help teams as necessary.**

**WRAP IT UP**

**5 MINUTES**

**Discuss the experience with your students. Questions to ask:**

- How is the writing going so far?
- Does everyone have ideas about how to resolve their conflicts?
SET THE STAGE

5 MINUTES

Remind students about their experiences with writing the role-play script on Day 1:

- We started writing scripts for our role-plays on Day 1. Can anyone provide examples of the conflict they're resolving?
  Examples: Birthday party conflict, school project conflict.
- Today, we'll finish writing our role-plays and rehearse. You'll have a total of 10 minutes. Afterward, the teams will perform, and we'll discuss them at the end of the day.

Walk around the room and help teams as necessary.

FACILITATE THE ACTIVITY

35 MINUTES

When groups are ready, have them present their scripts in front of the class.

WRAP IT UP

5 MINUTES

Discuss the experience with your students. Questions to ask:

- Can you apply these conflict resolution skills in the classroom, in the lunchroom, on the playground, or at home?
- What can you do to help remember to use these steps?

- Think about the representations your classmates presented. Are there other ways to resolve conflict?
- Would you have done anything differently? If so, what?
- Were these realistic representations of conflict that also occur in your daily life?
- Was it easy or difficult to come up with ideas?
EVERYDAY MOMENTS

- Utilize the language taught in this unit to reinforce and generalize the concepts into your daily routine (e.g., Step It Up; Solution Finders).
- Prompt students to use the Step It Up Worksheet from the last activity when conflicts arise in the classroom.
- Schedule regular times for students to discuss conflicts that occur in the classroom (e.g., during Meet Up), and prompt them to utilize the Step It Up approach.

NOTES:
UNIT 5

Peer Relationships
Contents

This unit contains all resources needed for teaching Grades 5 & 6 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 their peers and themselves.

Activity 5.2
I've Got Your Back—Students identify existing peer support in their classroom, and practice providing support in a grade-wide competition.

Activity 5.3
Talk It Out—Students discuss the value of creating friendships with diverse peers, and develop strategies to maximize the benefits of these friendships.

Activity 5.4
Battle the Bullies—Students develop awareness of the costs associated with bullying, and identify strategies for coping with bullying. Students learn about the roles of the bully, the target, and the bystander in bullying incidents.
ACTIVITY SNAPSHOTs

Activity 5.1
What Makes a Friend—Students develop an awareness of qualities in a friend that are valued by their peers and themselves.

Activity 5.2
I've Got Your Back—Students identify existing peer support in their classroom, and practice providing support in a grade-wide competition.

Activity 5.3
Talk It Out—Students discuss the value of creating friendships with diverse peers, and develop strategies to maximize the benefits of these friendships.

Activity 5.4
Battle the Bullies—Students develop awareness of the costs associated with bullying and identify strategies for coping with bullying. Students learn about the roles of the bully, the target, and the bystander in bullying incidents.

DESCRIPTION
The Peer Relationships Unit promotes positive interactions and relationships between students and their peers. Through their participation in paired or small group activities, students learn about qualities important to friendships, negative consequences associated with bullying, and how to provide their peers and classmates with support.
RESEARCH AND RELEVANCE

Children's learning occurs within the social context of the classroom. The quality of the relationships that children develop within this context has important implications for their academic functioning and attitude toward school. For instance, children who have mutual classroom friendships fare better academically and socially than those who have not formed friendships. Importantly, friends provide instrumental and psychological support, and often serve as positive role models for social and academic success. While many seek friendships with others who are similar to them, there are unique benefits to forming friendships with diverse peers. Interacting and building close ties with peers who are different in some way (e.g., gender; ethnic background), offers children the opportunity to broaden their perspectives, learn new skills, challenge existing stereotypes, and practice diverse interaction styles.

Unfortunately, not all peer interactions that children have in school are positive. Many are rejected or marginalized by a peer group, and are excluded from important academic and social functions within the classroom. Moreover, children at all age levels are exposed to bullying at school, which can lead to serious long-lasting problems for everyone involved. Namely, those who are bullied or rejected often experience significant psychological distress and, as a result, perform poorly in and avoid school. To prevent bullying and social exclusion, students, teachers, administrators, and parents need to be committed to implementing strategies to ensure the emotional and physical safety of the entire school community.
What Makes a Friend?

TIME
40 MINUTES

MATERIALS
Unit 5 Home–School Connection Letter (page 122)
Masking tape
Friendship Strips (pages 202-203)
What Makes a Friend? Worksheet (pages 204-205)

PREPARATIONS
Photocopy/print and send home the Unit 5 Home–School Connection Letter (page 122).
Prepare the Friendship Strips (pages 202-203).
Using masking tape, draw a line from one end of the classroom to the other.
Photocopy/print the What Makes a Friend? Worksheet (pages 204-205) (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
• Help students identify personal characteristics that aid in friendship formation and maintenance.
• Promote the view that friends can have both similarities and differences.

KEY CONCEPTS
• Friendships are important.
• It’s fun to have friends who are both similar to 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 Sanford Harmony:

- Through Sanford Harmony, we completed a lot of activities, many of which taught us about our classmates and how to interact with each other. What are some of these activities?
  Examples: The Things We Have in Common; Who We Are; Collaboration in Action; Walking in Someone Else’s Shoes; Step It Up.

- What have you learned about your classmates and how to interact with each other?
  Examples: We learned about our similarities and differences; which personal items our classmates value; how to effectively communicate; how to empathize; our classmates have different conflict resolution styles; and how to resolve conflict.

- Today, we are beginning a new unit—the Peer Relationships Unit. The activities provide us the opportunity to think about the relationships we have with our classmates, and what we want these relationships to look like in the future.

Introduce the activity:

- Today, we’ll discuss friendship. Friends are important throughout our lives, but what makes a good friend could change, in terms of personal characteristics and what we like to do with them for fun. By personal characteristics I mean qualities or traits. For example, what personal characteristics should teachers have?
  Examples: Hard working; smart; honest; good with kids; responsible; fun

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

FACILITATE THE ACTIVITY

25 MINUTES

- I’m handing each person two strips of paper. On one paper, finish the sentence “I like friends who are...” and on the other strip of paper fill in the blank in the sentence, “I like to ____________ with my friends.” There are no right or wrong answers. Write the response that honestly reflects how you think about friendships.

If students are having trouble thinking of ideas, walk around the room and offer suggestions. When they have recorded their responses, collect the slips of paper and shuffle them.

Ask students to stand on the line and provide them with instructions:

- I’ll read aloud your ideas of which personal characteristics make a friend and the activities you like to do with friends. After I read each statement, decide whether you agree or disagree. If you agree with the statement, stand to the right of the line. If you disagree with the statement, step to the left of the line. If you agree or disagree only a little bit, stand close to the line, but if you agree or disagree a lot, stand farther from the line.

TIP

Post “Agree” and “Disagree” signs to help students remember which side of the line corresponds with each response.

- Let’s try two examples:
  Examples: I like friends who are nice; I like to swim with my friends
What Makes a Friend?

When finished with the examples, begin reading aloud the students’ responses one at a time. Take advantage of “teachable moments.” Share your observations with students and ask them to make observations.

Examples: “Wow; it looks like all of you like friends who are funny!” “Look how far Addy is standing from the line. You really don’t like playing video games with your friends, do you?” “Take a look around. What do you see? Can someone make an observation?”

Challenge gender stereotypes if they arise and remind students of the problems associated with stereotyping. For example, if only boys or girls seem to stand close to the line for certain characteristics or activities, discuss this observation, and encourage students to consider the social factors that contribute to gender differences. Comments and questions to ask students may include:

• Notice how only boys are standing to the right of the line for playing football with their friends. Why?
  Examples: People tend to think football is for boys, so girls might feel funny or discouraged from playing football, even if they want to play.

• Let’s think back to the problems with stereotyping that we previously discussed. Why is it problematic if we think that only certain characteristics are true of girls or boys, or only certain activities should be played by girls or boys?
  Examples: We assume that some people don’t like certain activities—when they actually do—and don’t invite them to join us; we won’t try to make friends with other-gender peers because we assume boys and girls don’t have things in common; we shouldn’t be friends with other-gender peers because we’ll get teased; we don’t try certain hobbies because we think they’re only for the other gender; we perform poorly in certain activities, because we think our gender isn’t supposed to be good at them.

• These are some of the problems that can happen when we stereotype. And, as we can see, stereotypes may have affected us, because we are noticing that girls and boys tend to choose certain activities or characteristics in this classroom. However, we need to remember that this is not true for all girls and boys; in fact, we may observe something completely different in other classrooms or schools. So, let’s not forget [Class Name], we need to think for ourselves, and ‘Think Outside the Box’ and not let stereotypes think for us!

Ask students to return to their seats and then discuss the experience:

• Does our class agree 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 for every single statement?
  Examples: Yes—friends have a lot in common; no—friends usually have some things in common, but not everything.

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 friends for fun. Think about how much you want your friends to be similar to you versus different from you.
What Makes a Friend?

Review the worksheet directions with students and instruct them to work independently. Circulate the classroom and provide assistance as necessary.

WRAP IT UP

10 MINUTES

Ask students to think about both activities and discuss the experience. Questions to ask:

- Is it OK to be friends with those who are different from you in some ways?
  Examples: Yes—we can learn from one another (we learned we can teach each other new things in our Learn Something New activity).

- Are there classmates with whom you’re not friends, even though you have things in common? Do you think you can learn something new from them? If you’d like to make friends, what can you do?
  Examples: Ask them to do something that we both think is fun.

- Take a look at the What Makes a Friend Worksheet. How many of you wrote on your worksheets that you want your friends to have all the same characteristics as me? 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 me—for example, I want them to be trustworthy, but I don't care if they have curly hair.
EVERYDAY MOMENTS

• Pair students with peers they don’t typically interact with, and have them discuss their responses to the What Makes a Friend Worksheet.

• Point out when they have friends who are both similar and different from them.

• Reinforce the idea that there are benefits to having friends who are both similar and different.

• Prompt students to continue to reflect on the characteristics they look for in their friends.

• Create a friendship chain with the Friendship Strips and hang them in your classroom. Use the friendship chain to remind students of the importance of friendships and the qualities they look for in their friends.

NOTES:
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 Sanford Harmony, 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.

Please refer to the Home–School Connection Tips on the next page for suggestions on how to reinforce and practice these concepts at home.

Our class had a lot of fun participating in Sanford Harmony 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 Sanford Harmony, 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,
Tips

1. Encourage your child to make friends with diverse peers. Interacting and building close ties with a diverse peer offers children the opportunity to broaden their perspectives, learn new skills, challenge existing stereotypes, and practice diverse interaction styles.

2. Over the next couple of weeks, our class will work on being supportive of each other. I’ll hand out “I’ve Got Your Back” tickets when I notice students providing support to each other. Try this at home! Meet with your family to identify ways you can support each other and distribute tickets (or tokens, marbles, etc.), when you observe one another engaging in these behaviors. Once you reach a certain number of tickets, celebrate with a special activity.

3. In our last activity, we learn effective strategies for handling bullying situations at school. Discuss the negative consequences of bullying with your child, and encourage him/her to speak up if he/she or someone he/she knows is being bullied. Encourage and reinforce positive and inclusive behaviors toward peers.
TIME

Homework Prep
2 MINUTES

35 MINUTES

MATERIALS

Peer Support Survey (page 206)
Marker
Poster Board
I've Got Your Back Tickets (page 207) (optional)
A bowl or box to store tickets/chips/marbles

PREPARATIONS

Photocopy/print the Peer Support Survey (page 206) (one per student).
Prepare the I've Got Your Back Tickets (page 207) (optional).
Collaborate with the other fifth/sixth grade teachers to decide on a reward for the classroom that wins the I've Got Your Back competition.

ALTERNATIVE

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

GOALS

• Help students identify when and how to provide classmates with support.
• Increase the frequency with which students provide their classmates with peer support.
• Promote a classroom environment in which all students feel supported by their peers.

KEY CONCEPTS

• It is important to support your classmates.
• We can practice being more supportive to our classmates.
• Providing support to your classmates helps create a positive classroom environment.
HOMEWORK PREP

2 MINUTES

Distribute the Peer Support Survey to every student.

• To help prepare for tomorrow’s activity, complete the survey independently and bring it to class tomorrow, and don’t put your name on it. Keep in mind there are no right or wrong answers!

SET THE STAGE

5 MINUTES

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

• What characteristics did most of this class like their friends to have?
  Examples: Good listener; expresses concern; supportive; funny; forgiving; helpful; fun to spend time with

• Is it realistic to assume that everyone in this class will be good friends with one another? Why or why not?
  Example: No; it’s not possible to be good friends with so many people!

• Even if we all can’t be good friends, do you think we all could be good classmates?

• Are there any characteristics you look for in a friend that you also look for in a classmate?
  Examples: Good listener; hardworking; fun; expresses concern; supportive; funny; helpful

Introduce the activity:

• One characteristic important in friendships, and also in creating a positive classroom environment, is supportiveness. Why is it important for students to feel supported by friends and classmates?

  • Students who are supported by peers feel better about themselves, are happier, have more positive relationships with classmates, feel more comfortable taking risks or trying new things, and do better in school.

  • For today’s activity, consider whether students in this class feel supported by their classmates. Think of ways you get support from, and give support to, your classmates.

FACILITATE THE ACTIVITY

25 MINUTES

Instruct students to score their Peer Support Surveys and record their total score at the top of the survey. “Not at all” responses earn a score of 0, “only sometimes” responses earn a score of 1, and “always” responses earn a score of 2. Collect, shuffle, and redistribute them. Ask students to raise their hands if they have a survey with a score between 0 and 3, 4 and 7, and 8 and 10, and tally the results on the chalkboard. Engage students in a discussion about the scores:

• What does a score of 0 to 3 mean? What about 4 to 7? 8 to 10?
  Examples: A score between 0 and 3 means we don’t think students in this class provide their classmates with much support; a score between 4 and 7 means we provide some support to our classmates; a score between 8 and 10 means we provide our classmates with a lot of support.

• Based on these scores, what do most of you think about the peer support in our classroom?

• It looks like [at least some/a lot] of you think there could be more peer support. To help us achieve this, we’ll participate in a competition with the other fifth/sixth grade classrooms.
**I’ve Got Your Back**

- To prepare, we’ll brainstorm specific ways we can support one another in school—in this classroom, in the lunchroom, and even on the playground. What are some examples of how you could support a classmate, or how a classmate could support you?

Examples: Say something nice to someone if he or she looks upset; include someone in what we’re doing if he or she looks lonely; stick up for someone if he or she is getting picked on; help someone with a math problem if he or she is having trouble.

**Record students’ ideas on the board. When students generate an adequate list of examples, provide further instructions:**

- Good work, [Class Name]! Now that we've developed a list of ideas for how we can support one another, 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 chart paper and displayed in our classroom for one week.

**Identify a student to record the selected examples of peer support on the chart paper. The chart paper 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 the ways we support one another. The other fifth/sixth grade classrooms, [cite Class Names], are completing this same activity; they will also identify ways in which they provide one another with support. They could have some of the same ideas as ours, or their ideas could be different. The fifth/sixth grade teachers and I will be observing our students to identify examples of peer support among students in our classrooms. If I observe an example of peer support, I will reward the person with a ticket that says, “I’ve Got Your Back”.

**Display an example ticket for students to view.**

**ALTERNATIVE**

You may choose to use chips, tokens, marbles, etc. instead of tickets.

- The recipient of the ticket will place it in this bowl/box. It’s possible that I won’t observe every instance of peer support, so you can also let me know when instances of peer support occur, and I will judge whether the example warrants an I’ve Got Your Back ticket. At the end of the week, each classroom will count their tickets, and the winning classroom will earn [insert reward as determined by 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 chart paper. Hang the chart paper in a visible area.**

**WRAP IT UP**

**5 MINUTES**

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

- Is it easy or difficult to support one another in the ways we identified? Why?
- If students in this class support one another in the ways we just discussed, would anything about this classroom change for the better?
Examples: Students in our class will feel more supported; be happier; the classroom would feel more comfortable and inclusive.

EVERYDAY MOMENTS

• Continue to implement the I've Got Your Back system in your classroom. Choose behaviors that address the needs of your students.

• At times, have students distribute tickets to one another for engaging in specific behaviors. This provides students with the opportunity to directly express when they feel supported by a classmate.

• Provide opportunities for students to discuss how well they are exhibiting the target behaviors in the classroom, and assist them with identifying strategies for improvement. If time permits, have these discussions during Meet Up.
Talk It Out

TIME
45 MINUTES

MATERIALS
Talk it Out Worksheet (Boy and Girl Versions) (pages 208-209)
Let’s Make it Happen Worksheet (pages 210-211)

PREPARATIONS
Photocopy/print the Talk it Out Worksheet (pages 208-209) (one per student; boy and girl versions).
Photocopy/print the Let’s Make It Happen Worksheet (pages 210-211) (page (one per group; double-sided).

GOALS
• Normalize friendships with same- and other-sex peers.
• Help students think of the obstacles of initiating and maintaining interactions and friendships with diverse peers.
• Provide the class with an opportunity to identify strategies for reducing obstacles to same- and other-sex interactions and friendships.

KEY CONCEPTS
• Girls and boys often choose same-sex friends.
• There are benefits to having other-sex friendships.
• We can make changes to make it easier for girls and boys to form friendships.
SET THE STAGE

5 MINUTES

Remind students of the What Makes a Friend and I've Got Your Back activities, and ask them to recall what they learned:

• What did we learn from the I've Got Your Back activity and competition?

Examples: We learned about the benefits of having a supportive classroom environment; we learned the importance of being there for each other and helping one another out.

• Great! Now, who can tell me something you learned from the What Makes a Friend activity?

Examples: We learned about personal characteristics we look for in friends; what personal characteristics our classmates look for in friends; what people in this class like to do with friends for fun; friends have some things in common but not everything.

• Some of us choose friends because of personal characteristics they do or don't have. What do most in this classroom like their friends to have?

• Others choose friends because they have fun doing certain activities together. What are some activities that most in this classroom like to do with their friends?

• The purpose of today's activity is to think about other reasons—besides those just discussed—why we choose the friends we do. We'll also discuss things that prevent us from making friends.

FACILITATE THE ACTIVITY

30 MINUTES

Instruct students to take out a scrap piece of paper. Ask them to think about all their friends, and write the name of one of their closest friends (someone whom they trust, share things with, sit with at lunch, hang out with on the playground, talk with on the phone, hang out outside of school, etc.). Let them know you will be the only person who reads their responses. Circulate the room and tally the number of those who listed other-sex peers as one of their closest friends.

• I noticed as I was looking at your responses that most of the boys listed boys as their friends, and most of the girls listed girls as their friends. This is very interesting! We don't usually pick friends based on hair color or height, but we do seem to pick friends who are the same gender. Let's think about this and discuss why this is happening.

Distribute the Talk it Out Worksheet (note separate versions for boys and girls), and review the directions and response scale with students. Instruct them to spread out across the room to ensure they complete the worksheet independently. Emphasize that students should not write their names on worksheets to ensure confidentiality. As worksheets are completed, write the following list on the board:

• Feel uncomfortable
• Don't have things in common
• Feel embarrassed
• Think I'll get teased
• Feel nervous
• Don't like the same things
• Think boyfriend/girlfriend
• Boy/girl stuff is boring
• Don't talk about interesting things
• Boys are competitive—girls aren't
• Boys don't work hard; girls are bossy
Talk It Out

When students have completed their worksheets, collect, shuffle, and redistribute them (so each student has a classmate’s worksheet). Inform the class that the results will determine whether they agree or disagree why boys and girls don’t usually interact. Read each statement out loud on the board, and have students raise their hands if the worksheet in front of them has “Sort of True” or “True” listed as a response. Let students know it’s OK if boys receive girls’ worksheets and vice versa. Tally the responses and circle the three most common responses.

Assign students to diverse groups of about five students each. Assign each group one of the three most common responses from the previous activities and a Let’s Make It Happen Worksheet. One representative from each group will present the group’s response for discussion.

Inform them that they will develop strategies to address these drawbacks and implement them in the classroom. Circulate the room and provide assistance and ideas as necessary.

WRAP IT UP

10 MINUTES

Discuss the experience with your students. Ask:

- Think about the ideas you and your classmates developed to address reasons boys and girls don’t often interact. Was it easy or difficult to come up with ideas on your worksheets?

After soliciting students’ feedback, conduct a vote to determine which ideas, if any, you will implement in the classroom. Additional questions to ask:

- Are there ideas you’d like to try out in this classroom?

- How will we know if our ideas work?

- Do these ideas make it easier for girls and boys to be friends? Why or why not?

- Will these ideas work only in our classroom or could they work in other classrooms, on the playground, or in the lunchroom?

- What can we do to ensure that these ideas will work in our classroom and in other classrooms?
EVERYDAY MOMENTS

• Provide frequent opportunities for girls and boys to interact with one another in the classroom (e.g., assign students other-sex partners; place students in mixed-sex groups).

• Without calling attention to gender, acknowledge when you notice similarities between boys and girls (e.g., “Jack, did you know that Jill has a vegetable garden in her yard, too? Perhaps the two of you could work together to lead a gardening project with our class.”).

• Continue to encourage students to challenge gender stereotypes.

• Provide regular opportunities for students to discuss how well they are implementing the strategies they developed during this activity (e.g., during Meet Up).
Battle the Bullies

TIME
45 MINUTES

MATERIALS
Teaming Up Against Bullies—CBS News video clip
Battle the Bullies Game Cards
Battle the Bullies Game Board
Dice (One die per group)
Teacher Reference Guide (pages 212-214)

PREPARATIONS
Prepare the Battle the Bullies Game Cards and Game Board.

Prepare the Teacher Reference Guide (pages 212-214)

Cue up the Teaming Up Against Bullies video clip (go to https://vimeo.com/73404213 ; enter password shp2013).

GOALS
• Teach students about the roles of the bully, target, and bystander.
• Increase students’ awareness of effective and ineffective approaches for resisting victimization, and providing peers who are bullied with support.
• Promote a classroom environment in which students provide support for peers who are bullied.

KEY CONCEPTS
• Bullying situations involve bullies, targets, and bystanders.
• Everyone (bullies, targets, and bystanders) is negatively impacted by bullying.
• We can learn and practice strategies to put an end to bullying.
SET THE STAGE

5 MINUTES

Ask students to recall the activities they’ve completed as part of Sanford Harmony. Questions to ask:

• OK [Insert class Name], let’s think about the activities in Sanford Harmony—Diversity and Inclusion, Critical Thinking, Communication, Problem Solving, and Peer Relationships Units. Please raise your hands if these activities helped to create a positive classroom community. How have they helped?
  
Examples: We spent time getting to know one another’s similarities and differences; we learned how to challenge stereotypes and treat peers with empathy; we learned communication styles that work; we learned how to resolve problems with our peers; we learned what makes a friend and how to provide our classmates with support.

• Even in a positive classroom community, negative peer interactions can sometimes occur. For example, please raise your hand if you, or someone you know, has been bullied in this classroom, in the lunchroom, or on the playground. It appears that you think bullying is something that occurs in this school—and maybe even in this classroom. In today’s activity, we discuss bullying: What is it? Why does it happen? How does it make students feel? What can students in this class do about it?

FACILITATE THE ACTIVITY

30 MINUTES

Inform students they will watch a brief news clip about bullying. Play the Teaming Up Against Bullies video clip. Then, engage students in a discussion about the video clip. Questions to ask:

• After watching this clip, can someone define what it means to be a bully?
  
Examples: A bully is someone who physically, verbally, or socially abuses a peer—a bully intends to harm his or her target, and does so repeatedly over time.

• What is the goal of a bully?
  
Examples: To get an emotional reaction out of the target; to get peers’ attention; or to make kids laugh.

• The news anchor identified several targets, and described ways in which the targets were impacted by bullying. For the targets depicted in the clip, what were the negative consequences of being bullied?
  
Examples: One target performed poorly in school; one target retaliated with a shooting rampage; other targets develop low self-esteem.

• When we hear about bullying in the news, we often hear about bullies and targets, but we don’t often hear about bystanders. Who can define “bystander?” Did you notice any in the clip?
  
Examples: Bystanders are those who witness bullying; at the beginning of the clip, all the kids on the bus—except the bullies and the target—were bystanders.

• Think back to the Problem Solving Unit. Based on what you learned in the Animals of Conflict activity, how can targets respond to bullies?
  
Examples: Ignore the bully or tell a teacher (like the turtle—the Conflict Avoider); confront the bully (like the owl—the Solution Finder); retaliate or fight back (like the shark—the Conflict Controller).

• How can bystanders respond to bullies?
  
Examples: Bystanders can support the target; bystanders can confront the bully; bystanders can tell a trusted adult.
Battle the Bullies

- The video clip and our follow-up discussion suggest that bullying has serious consequences, so it’s important that students and teachers work together to stop it before it starts, or to intervene when it occurs. To get us thinking more about bullying and its consequences, we’ll divide into small groups and play a game called Battle the Bullies. This game will be a fun way for us to consider effective and ineffective approaches to dealing with bullying and the consequences of each.

Place students in diverse groups of no more than six students and distribute the Battle the Bullies game. Provide an overview of the instructions and circulate in the classroom to provide students with assistance as necessary. (Game instructions are at the end of the unit, with game cards.)

WRAP IT UP

10 MINUTES

Instruct students to return to their seats and discuss the experience. Questions to ask:

- Let’s discuss the bullying scenarios in Battle of the Bullies. What were some consequences experienced by the bullies?
  
  Examples: A friend got mad; he or she was told off by the target, or another student, in front of peers.

- What were some of the effective ways that targets responded to bullying? In other words, when did targets get to advance in the game?
  
  Examples: Targets confronted the bully; they provided a comeback; they ignored the bully.

- What were some of the ineffective ways targets responded to instances of bullying? In other words, when did targets have to go back spaces?

Examples: Targets responded aggressively; targets gave bullies what they wanted—an emotional reaction.

- What were effective ways bystanders responded to bullying?
  
  Examples: Bystanders supported the target by helping him/her, saying nice things, or inviting him/her to hang out with them; they tried to stop the bullying or confront the bully.

- What were some ineffective ways that bystanders responded to bullying?
  
  Examples: They ignored the bullying; they joined in; they supported the bully by laughing at the target or giving a high-five.

- What can bystanders do in our classroom to decrease, or even eliminate, bullying?
EVERYDAY MOMENTS

• Encourage students to use the strategies they learned 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 from happening in school.

• Reinforce positive and inclusive interactions between students.
Appendix
Who We Are Worksheet

Name:_______________________________________________________________________________

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... __________________________
_________________________________________________
Instructions

We're all different, and there are many things we can learn from one another. Think of some things you know how to do that you would like to teach someone. Come up with three to four things you can teach a classmate that your partner may not already know, would want to learn, and can be taught 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.

<table>
<thead>
<tr>
<th>I can teach someone to…</th>
<th>Some important steps to remember are…</th>
<th>I need to bring…</th>
</tr>
</thead>
</table>
| (Example) Make a paper airplane | • Use paper without holes  
• Place a paper clip to the back end to weigh it down when done folding |  • Blank white paper  
• Paper clip |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
Examples of Skills to Teach

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

Decide what you and your buddy 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 buddy something he/she does not already know.
2. Your buddy 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: __________________________________________________________________________
Names and Mottos Handout

Names

- Rockin’ Rock Stars
- Grade “X” Champions/Champs
- Team (teacher’s last name)
- Star Gazers
- Explorers
- Mustangs
- Monarchs (Butterflies)
- Astronauts/Astronomers
- Road Runners
- Sagueros
- Jackrabbits
- Geckoes
- Kangaroos
- FROGS

Mottos

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

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

<table>
<thead>
<tr>
<th>Kimberly</th>
<th>Derek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly said to herself when she got her grade:</td>
<td>Derek said to himself when he got his grade:</td>
</tr>
<tr>
<td>“Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to have to study a lot harder for the next test.”</td>
<td>“I'm so bad at math! I'll never pass a math test.”</td>
</tr>
</tbody>
</table>

What did Kimberly feel?  ____________________

What did Derek feel?  ____________________

What will Kimberly do?  ____________________

What will Derek do?  ____________________

Will she try harder on the next test?  ________

Will he try harder on the next test?  ________

Example

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

<table>
<thead>
<tr>
<th>Kimberly</th>
<th>Derek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly said to herself when she got her grade:</td>
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<td>“Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to have to study a lot harder for the next test.”</td>
<td>“I'm so bad at math! I'll never pass a math test.”</td>
</tr>
</tbody>
</table>

What did Kimberly feel?  ____________________

What did Derek feel?  ____________________

What will Kimberly do?  ____________________

What will Derek do?  ____________________

Will she try harder on the next test?  ________

Will he try harder on the next test?  ________
Thought Bubble Scenario Cards

Scenario 1

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

You

What will you say to yourself about Jenny?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What do you feel? ________________________________________________________________
_____________________________________________________________________________________
What will you do? ________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Will you try to sit next to Jenny again? _______________________________________________
_____________________________________________________________________________________

Scenario 2

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

You

What will you say to yourself about Nick?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What do you feel? ________________________________________________________________
_____________________________________________________________________________________
What will you do? ________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Will you consider being lab partners with Nick in the future? _____________________________
_____________________________________________________________________________________


Thought Bubble Scenario Cards

Scenario 3

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

<table>
<thead>
<tr>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Alex?</td>
</tr>
<tr>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>What do you feel? ______________________________________________________________________</td>
</tr>
<tr>
<td>What will you do? ______________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>Will you loan anything to Alex again? ____________________________________________________________________________________</td>
</tr>
</tbody>
</table>

Scenario 4

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

<table>
<thead>
<tr>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Maddy?</td>
</tr>
<tr>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>What do you feel? ______________________________________________________________________</td>
</tr>
<tr>
<td>What will you do? ______________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>Will you help Maddy if she asks you again tomorrow? ____________________________________________________________________________________</td>
</tr>
</tbody>
</table>
Scenario 5

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

<table>
<thead>
<tr>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Megan?</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>What do you feel? _____________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>What will you do? _____________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>Will you try to sit next to Megan again?________________________________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
</tbody>
</table>

Scenario 6

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

<table>
<thead>
<tr>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself after hearing this news?</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>What do you feel? _____________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>What will you do? _____________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
<tr>
<td>Do you think you'll have a good year at school? _____________________</td>
</tr>
<tr>
<td>______________________________________</td>
</tr>
</tbody>
</table>
Thought Bubble Scenario Cards

2.1 Grades 5 & 6

Scenario 7
You and your friends have invited Karen, a new student, to play soccer after school. When the other team wins, Karen yells, “You’re a bunch of cheaters!”

<table>
<thead>
<tr>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Karen?</td>
</tr>
<tr>
<td>________________________________________</td>
</tr>
<tr>
<td>________________________________________</td>
</tr>
<tr>
<td>What do you feel? ____________________</td>
</tr>
<tr>
<td>What will you do? ____________________</td>
</tr>
<tr>
<td>________________________________________</td>
</tr>
<tr>
<td>Will you invite Karen to play soccer again? ____________________</td>
</tr>
</tbody>
</table>

Scenario 8
Yesterday at recess you played on the swings with Sam and had so much fun. Today, you’re excited to do the same thing at recess, but when you ask Sam if he wants to play with you again, he says, “No. I want to play on the monkey bars with Jane today.”

<table>
<thead>
<tr>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Sam?</td>
</tr>
<tr>
<td>________________________________________</td>
</tr>
<tr>
<td>________________________________________</td>
</tr>
<tr>
<td>What do you feel? ____________________</td>
</tr>
<tr>
<td>What will you do? ____________________</td>
</tr>
<tr>
<td>________________________________________</td>
</tr>
<tr>
<td>Will you ask Sam to play again another day? ____________________</td>
</tr>
</tbody>
</table>
Scenario 9

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

<table>
<thead>
<tr>
<th><strong>You</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Marcus?</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
<tr>
<td>What do you feel? ______________________________________________________________________________________</td>
</tr>
<tr>
<td>What will you do? ______________________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
<tr>
<td>Will you try to speak to Marcus again? __________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
</tbody>
</table>

Scenario 10

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

<table>
<thead>
<tr>
<th><strong>You</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you say to yourself about Rachel?</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
<tr>
<td>What do you feel? ______________________________________________________________________________________</td>
</tr>
<tr>
<td>What will you do? ______________________________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
<tr>
<td>Will you pick Rachel to be on your team? ___________________________________________________________________</td>
</tr>
<tr>
<td>____________________________________________________________________________________________________</td>
</tr>
</tbody>
</table>
### Feelings Chart Reference Guide

<table>
<thead>
<tr>
<th>Face</th>
<th>Feeling</th>
<th>Clues</th>
</tr>
</thead>
</table>
| ![Happy Face](image) | Happy | • Eyes sparkle  
• Wrinkle under eyes  
• Smiling  
• Laughing |
| ![Angry Face](image) | Angry | • Eyebrows furrowed  
• Mouth compressed  
• Arms crossed or tense  
• Stomping the ground |
| ![Surprised Face](image) | Surprised | • Eyebrows raised  
• Mouth open  
• Eyes wide open  
• Gasping |
| ![Sad Face](image) | Sad | • Inside of eyebrows raised  
• Corners of the mouth down (frown)  
• Crying |
| ![Afraid Face](image) | Afraid | • Eyebrows raised  
• Mouth open and drawn back  
• Wrinkles in middle of forehead |
Instructions

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

About Me

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

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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

____________________________________________________________________________________________________

____________________________________________________________________________________________________

3. Write about a time when you observed someone doing something, or acting in a way that surprised you. Why were you surprised?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Interview With a Family Member

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

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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

____________________________________________________________________________________________________

____________________________________________________________________________________________________
**Instructions**

We use many different words when discussing how we change and grow as individuals.

<table>
<thead>
<tr>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivate</td>
</tr>
<tr>
<td>Succeed</td>
</tr>
<tr>
<td>Helpful</td>
</tr>
<tr>
<td>Flexible</td>
</tr>
<tr>
<td>Open-Minded</td>
</tr>
<tr>
<td>Encourage</td>
</tr>
<tr>
<td>Forgive</td>
</tr>
<tr>
<td>Effort</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Determination</td>
</tr>
<tr>
<td>Improve</td>
</tr>
<tr>
<td>Challenge</td>
</tr>
<tr>
<td>Accept</td>
</tr>
<tr>
<td>Grow</td>
</tr>
</tbody>
</table>
Instructions

Practice our “change words” by writing the correct term from the word bank next to the clue in the grid.

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

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

Instructions

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>
### Instructions

Descriptions are listed at the bottom of this page. Each description has a number. Match two descriptions to each person and write the corresponding numbers in the boxes next to each person’s name. When provided with the correct matches, count how many you guessed correctly for each person.

<table>
<thead>
<tr>
<th>People</th>
<th>Matches</th>
<th>Correct Answers</th>
<th>Correct Matches?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Sunee</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Luther</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Canaan</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Jasmine</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Jack</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Aaron</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Bernardo</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Rosa</td>
<td></td>
<td>0 1 2</td>
<td></td>
</tr>
</tbody>
</table>

Score:___________

### Descriptions

<table>
<thead>
<tr>
<th>Description</th>
<th>Description</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I just ran a 5K.</td>
<td>6. I like playing video games.</td>
<td>11. I have a black belt in karate.</td>
<td>16. My grandma is teaching me how to sew.</td>
</tr>
<tr>
<td>2. I’m going to be a professional football player.</td>
<td>7. My favorite baseball team is the New York Yankees.</td>
<td>12. I’m learning to play the violin.</td>
<td>17. I can speak two languages.</td>
</tr>
<tr>
<td>3. I’m the goalie for my soccer team.</td>
<td>8. I am going to be an engineer.</td>
<td>13. I take piano lessons.</td>
<td>18. I like reading mystery books.</td>
</tr>
<tr>
<td>5. My favorite color is pink.</td>
<td>10. I’m really good at geography.</td>
<td>15. I like to cook for my family.</td>
<td>20. I enjoy camping with my family.</td>
</tr>
<tr>
<td>People</td>
<td>Descriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrea</td>
<td>7. My favorite baseball team is the New York Yankees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. I like reading mystery books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunee</td>
<td>3. I'm the goalie for my soccer team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Art is my favorite subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luther</td>
<td>13. I take piano lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20. I enjoy camping with my family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily</td>
<td>1. I just ran a 5K.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. I am going to be an engineer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canaan</td>
<td>6. I like playing video games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. My grandma is teaching me how to sew.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jasmine</td>
<td>5. My favorite color is pink.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. I have a new drum set.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack</td>
<td>10. I'm really good at geography.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. I'm learning to play the violin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aaron</td>
<td>2. I'm going to be a professional football player.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. I like to cook for my family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bernardo</td>
<td>4. I'm an expert at multiplication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. I volunteer in a kindergarten class at our school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosa</td>
<td>11. I have a black belt in karate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. I can speak two languages.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Problems with Stereotyping Worksheet

## Instructions

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

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>What's the Problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn, an 11 year-old girl, recently moved to a new neighborhood. Although she missed her old friends, Lynn was excited because her next-door neighbor, Marie, was the same age as she was. As Lynn was unpacking boxes, Marie knocked on the door and invited her to attend her birthday party. Lynn decided to buy Marie a jewelry-making kit for her birthday present. When Lynn gave Marie her present at the party, she heard someone whisper, “Marie hates wearing jewelry! Why would Lynn buy her that?”</td>
<td>What is the stereotype? How was stereotyping problematic in this situation? (a) Prevented possible hobbies or careers (b) Performed poorly in a stereotyped situation (c) Made an incorrect guess about someone (d) Prevented possible friendships (e) Misremembered information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 2</th>
<th>What's the Problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy went to the hospital because he broke his arm at the playground. While there, he was introduced to Dr. Stacie Frankel, who told him he would need to wear a cast for at least one month. Before she left the room, Dr. Frankel gave him a chocolate lollypop! When he got home, Jeremy’s little sister asked him where he got the lollypop. Jeremy replied, “The nurse at the hospital gave it to me.”</td>
<td>What is the stereotype? How was stereotyping problematic in this situation? (a) Prevented possible hobbies or careers (b) Performed poorly in a stereotyped situation (c) Made an incorrect guess about someone (d) Prevented possible friendships (e) Misremembered information</td>
</tr>
</tbody>
</table>
### Scenario 3

Dianna and Bonnie were playing hopscotch on the playground. Dianna noticed a friendly looking boy sitting alone on a bench. Dianna asked Bonnie if they should invite him to play with them.

Bonnie replied, “No way! He wouldn’t want to play hopscotch with us.”

**What’s the Problem?**

<table>
<thead>
<tr>
<th>What is the stereotype?</th>
<th>How was stereotyping problematic in this situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Prevented possible hobbies or careers</td>
</tr>
<tr>
<td></td>
<td>b) Performed poorly in a stereotyped situation</td>
</tr>
<tr>
<td></td>
<td>c) Made an incorrect guess about someone</td>
</tr>
<tr>
<td></td>
<td>d) Prevented possible friendships</td>
</tr>
<tr>
<td></td>
<td>e) Misremembered information</td>
</tr>
</tbody>
</table>

### Scenario 4

Sammy was at the YMCA with his father, who told him he could sign up for a class that summer. Sammy looked at the list of classes and noticed they were offering a ballet class. Sammy really wanted to take the class, but thought his father wouldn’t want him to.

When his father asked him which class he wanted to take, Sammy replied, “How about karate?”

**What’s the Problem?**

<table>
<thead>
<tr>
<th>What is the stereotype?</th>
<th>How was stereotyping problematic in this situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Prevented possible hobbies or careers</td>
</tr>
<tr>
<td></td>
<td>b) Performed poorly in a stereotyped situation</td>
</tr>
<tr>
<td></td>
<td>c) Made an incorrect guess about someone</td>
</tr>
<tr>
<td></td>
<td>d) Prevented possible friendships</td>
</tr>
<tr>
<td></td>
<td>e) Misremembered information</td>
</tr>
</tbody>
</table>

### Scenario 5

It was Beth’s first day at a new school and she was sent to a room to take an Advanced Science Placement Test. Beth was really good at science and wanted to take a high-level class. When she walked into the room, she noticed there were about 20 students and almost all of them boys. When the teacher passed out the test, she started to get nervous. She thought to herself, “I guess girls at this school don’t take advanced science classes. I hope I can still do well.”

As Beth was completing the questions, she continued to be nervous and had trouble concentrating on her answers. When the teacher said that their time was up, she had only completed half the test.

**What’s the Problem?**

<table>
<thead>
<tr>
<th>What is the stereotype?</th>
<th>How was stereotyping problematic in this situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Prevented possible hobbies or careers</td>
</tr>
<tr>
<td></td>
<td>b) Performed poorly in a stereotyped situation</td>
</tr>
<tr>
<td></td>
<td>c) Made an incorrect guess about someone</td>
</tr>
<tr>
<td></td>
<td>d) Prevented possible friendships</td>
</tr>
<tr>
<td></td>
<td>e) Misremembered information</td>
</tr>
</tbody>
</table>
Instructions

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

Team Members:

What is your stereotyping problem? (Circle)

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

<table>
<thead>
<tr>
<th>Thinking Outside the Box Strategy</th>
<th>How will we use this strategy in our classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<tr>
<td>Stereotyping Problem</td>
<td>Strategies</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Preventing possible hobbies or careers               | • Try out new hobbies  
• Speak up when someone pressures you, or someone else, to participate in only certain activities  
• Remember that activities are for everyone (e.g., there is no such thing as a “girl” or “boy” activity or career) |
| Performing poorly in stereotyped situations          | • Support others who are trying out activities that differ from stereotypes  
• Remember that activities are for everyone (e.g., there is no such thing as a “girl” or “boy” activity or career)  
• Use relaxation strategies when you get nervous performing in activities that deviate from stereotypes |
| Making an incorrect guess about someone              | • Learn about people, instead of making guesses based on stereotypes  
• Correct others who make guesses about people based on stereotypes  
• Support others who are behaving in ways that don’t match stereotypes |
| Preventing possible friendships                       | • Learn about others, instead of making guesses based on stereotypes  
• Learn from others who are different from you  
• Be open to getting to know others who are different than you |
| Misremembering information that does not fit the stereotype | • Be aware of how stereotypes may distort your memory  
• Pay attention to the facts in situations  
• Do not make guesses when you don’t remember information |
Narrator: “Brandon bursts through the front door, excitedly greeting his father.”

Brandon: “I got it! A brand new scooter! I've been saving up for three long months and now it's mine.”

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

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

Mike: “Where is it?”

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

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

Brandon: “I can't believe it either. It's all mine.” (Still excited)

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

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

Mike: “Dude, it has pink wheels! You just bought a girl scooter.”

Brandon: “What? No way.”

Mike: “Only girls would want to ride this thing.”

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

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

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

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

Narrator: “Brandon looks up to see Mike and his dad nod. Brandon pushes down the scooter and runs inside.”
Team Members: ____________________________________________

Team Recorder: __________________________________________

Who will share your responses with the class? ___________________

1. What were the concepts illustrated in the script?
   __________________________________________________________

2. What were some of the stereotypes the characters said?
   Mike: ___________________________________________________
   Brandon's Dad: __________________________________________
   Brandon: ________________________________________________

3. What problems with stereotyping does it illustrate?
   _________________________________________________________
   _________________________________________________________

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

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

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

7. How can Brandon use one of our stereotyping strategies to think outside the box and not let the stereotype think for him?
   _________________________________________________________
   _________________________________________________________
Narrator: “Once upon a time, in a classroom not too far away…”

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

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

Mr. Finkle: “Jenna, I need your attention (Jenna complies). OK everybody…it’s time for social studies. Today, we’re going to have a chance to work within our small groups on the…”

Patrice: “Is it the globe project? Please say globe project!”

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

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

Mr. Finkle: “No shout-outs! I’ll wait for you….”

Patrice (whispers): “Globe.”

Herman: “She’s still talking, Mr. Finkle. That’s a warning.”

Mr. Finkle: (calmly) “OK, Herman, let me decide who gets a warning. (Deep breath) Let’s move on to the project: the globe project.”

Patrice: “Yay!” (Smiling)

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

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

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

Jenna: “Who's Napoleon?”

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

Julio: “But I’m over five-feet tall; Napoleon was as short as a fire hydrant!”

Patrice: (mumbling) “Herman, why don’t they serve french fries in the cafeteria anymore? I like french fries!”
Herman: “The point is, Julio, we don't need a Finkle wannabe in our group. Who’s with me?”

Jenna: “I don’t mind directions, but don’t be so bossy about it.”

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

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

Herman: “Come on, Patrice. Focus. You’re the one who wanted to do the globe project in the first place.”

Patrice: “OK, OK. Let’s blow up our balloons.”

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

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

Narrator: “Julio looks back at Herman and continues to exhale into his blue balloon.”

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

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

Jenna: “Right on, Julio!”

Narrator: “Herman relents and finishes blowing up his green balloon.”

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

Jenna: “Wait, I’m not...”

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

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

Narrator: “Patrice finishes her demonstration and ties a knot in the balloon.”

Patrice: “OK, whatever, Julio.”

Narrator: “Patrice looks over at Herman.”

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

Herman: “Where does my thumb go? This thing...”
Jenna: “Oh just give it to me.”

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

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

Narrator: “Herman sits down in his chair and starts doodling on a piece of paper.”

Julio: “OK, I blew up my balloon, now what?”

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

Narrator: “No one replies.”

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

Mr. Finkle: “OK, class, quiet down. It's time to start cleaning up. We'll finish the globes after lunch.”
Narrator: “Once upon a time, in a classroom not too far away...”

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

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

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

Patrice: “Is it the globe project? Please say globe project!” [INTERRUPTER]

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

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

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

Patrice (whispers): “Globe.”

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

Mr. Finkle: (calmly) “OK, Herman, let me decide who gets a warning. (Deep breath) Let's move on to the project: the globe project.”

Patrice: “Yay!” (Smiling)

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

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

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

Jenna: “Who's Napoleon?”

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

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

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

Herman: “The point is, Julio, we don't need a Finkle wannabe in our group. Who’s with me?” [IGNORER]
Jenna: “I don't mind directions, but don't be so bossy about it.”

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

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

Herman: “Come on, Patrice. Focus. You’re the one who wanted to do the globe project in the first place.”

Patrice: “OK, OK. Let's blow up our balloons.”

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

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

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

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

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

Jenna: “Right on, Julio!”

Narrator: “Herman relents and finishes blowing up his green balloon.”

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

Jenna: “Wait, I'm not…”

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

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

Narrator: “Patrice finishes her demonstration and ties a knot in the balloon.”

Patrice: “OK, whatever, Julio.”

Narrator: “Patrice looks over at Herman.”

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

Herman: “Where does my thumb go? This thing...”
Jenna: “Oh just give it to me.” [INTERRUPTER] [CONTROLLER]

Narrator: “Jenna reaches across to grab Herman’s balloon. Herman resists and the balloon goes flying into the air. Herman at first looks surprised, then he looks mad.”

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

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

Julio: “OK, I blew up my balloon, now what?”

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

Narrator: “No one replies.” [IGNORER]

Patrice: “I see. What a sad crew we have here. OK, I’ll get it myself!”

Mr. Finkle: “OK, class, quiet down. It’s time to start cleaning up. We’ll finish the globes after lunch.”
## Communication Bloopers and Boosters

### Communication Bloopers

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interruption</strong></td>
<td>Stopping someone in the middle of what he or she might be doing or saying. When someone is excited about an idea, he or she interrupts a group member to share it.</td>
</tr>
<tr>
<td><strong>Controlling</strong></td>
<td>Deciding the direction of the group without confidently considering others' perspectives. A group member may act bossy, because he or she feels that he or she knows the best way to accomplish the task.</td>
</tr>
<tr>
<td><strong>Ignoring</strong></td>
<td>Failing to recognize other group members' needs or perspectives. A group member ignores another member's request for help because he or she is focused on completing the task.</td>
</tr>
<tr>
<td><strong>Withdrawing</strong></td>
<td>Removing oneself mentally or physically from the group's task. A group member stops participating in the task after others ignore his or her ideas or requests for help.</td>
</tr>
</tbody>
</table>

### Communication Boosters

<table>
<thead>
<tr>
<th>Definitions</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listening and responding to group members' ideas and questions. A group member listens and responds to the groups' ideas because of interest in learning from others.</td>
</tr>
<tr>
<td><strong>Facilitating</strong></td>
<td>Providing the group with leadership that takes into consideration other group members' needs and perspectives. A group member suggests ideas and seeks opinions from others to help the group focus on accomplishing the task.</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>Problem solving or compromising when there is a conflict or disagreement within the group. A group member disagrees with another and suggests a compromise, so both are able to follow through on their ideas.</td>
</tr>
<tr>
<td><strong>Supporting</strong></td>
<td>Encouraging and supporting group members when they need help or become discouraged. A group member doesn't understand something being discussed and another member stops the group to provide an explanation before proceeding with the task.</td>
</tr>
</tbody>
</table>
Narrator: “Once upon a time, in a classroom not too far away...”

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

Mr. Finkle: “OK everybody...it's time for social studies. Today, we'll work within our small groups on the...globe project!”

Class: “Yea!”

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

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

Julio: “Sure, no problem. OK, first pick out a balloon and put it on the table.”

Herman: “Does it matter which color?”

Julio: “No, just pick a color you like.”

Herman: “Oh...there are no more blue balloons left...only a green one. Blue is my favorite color.”

Narrator: “Herman looks at Julio, who happens to have the last blue balloon.”

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

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

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

Julio: “That works for me.”

Herman: “Me too!”

Narrator: “The students switch balloons.”

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

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

Patrice: “It's OK, Julio, don't give up. You'll get it.”
Julio: “This is frustrating me! I've never been good at tying balloons. Anyone have an idea on how to do this?”

Herman: “I know what you mean—It’s hard to get them tied. I can help you.”

Narrator: “Herman shows Julio how to tie his balloon.”

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

Herman: “No problem!”

Jenna: “OK team, what do you think we should do next?”

Patrice: “I think we should start ripping the newspapers.”

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

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

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

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

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

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

Jenna: “Nope, it’s cool.”

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

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

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

Herman: “OK, I can help with that.”

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

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

Patrice: “Good idea. I'll go ask him.”
Narrator: “Patrice walks away to speak to Mr. Finkle.”

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

Jenna: “Yeah, probably. That would be cool.”

Narrator: “Patrice comes back to the table.”

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

Narrator: “Patrice and Herman put the newspaper strips into the mixture.”

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

Jenna: “Sounds good to me.”

Narrator: “Before the group has a chance to get the newspaper onto their globe, Mr. Finkle chimes in…”

Mr. Finkle: “OK, class. Quiet down. It’s time to start cleaning up. We’ll finish our globes after lunch.”

Narrator: “Herman, Patrice, Jenna, and Julio clean up their area and line up for lunch.”
Narrator: “Once upon a time, in a classroom not too far away...”

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

Julio: “Sure, no problem. [LISTENER] OK, first pick out a balloon and put it on the table.” [SUPPORTER]

Herman: “Does it matter which color?”

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

Herman: “Oh...there are no more blue balloons left...only a green one. Blue is my favorite color.”

Narrator: “Herman looks at Julio, who happens to have the last blue balloon.”

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

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

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

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Narrator: “The students switch balloons.”

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

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Narrator: “Herman shows Julio how to tie his balloon.”

Julio: “Thanks Herman. I just couldn’t get it around my finger!”

Herman: “No problem!”

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

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

Julio: “OK, while you’re doing that, I’ll get the mixture going. Herman, do you want to help?” [FACILITATOR]

Herman: “Well…I’d rather rip up newspapers.”

Patrice: “We don’t have that many newspapers to rip up.”

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

Herman: “Thanks, Jenna. You sure you don’t mind?”

Jenna: “Nope, it’s cool.”

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

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

Herman: “OK, I can help with that.” [LISTENER]

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

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Narrator: “Patrice walks away to speak to Mr. Finkle.”

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

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Narrator: “Patrice comes back to the table.”

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

Narrator: “Patrice and Herman put the newspaper strips into the mixture.”

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

Jenna: “Sounds good to me.” [LISTENER]

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

Mr. Finkle: “OK, class. Quiet down. It’s time to start cleaning up. We’ll finish our globes after lunch.”

Narrator: “Herman, Patrice, Jenna, and Julio clean up their area and line up for lunch.”
Instructions

1. Select a television show.

2. Observe and record examples of at least two Communication Bloopers and two Communication Boosters.

3. Describe how the Bloopers and Boosters influenced another character’s behavior.

4. Based on the character’s behavior, speculate what the character thought and felt.

Example

Television Show: iCarly

<table>
<thead>
<tr>
<th>Who blooped?</th>
<th>How?</th>
<th>Who was blooped?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carly</td>
<td>____ Ignored</td>
<td>Sam</td>
</tr>
<tr>
<td></td>
<td>____ Controlled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>____ Withdrew from</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>X</em> Interrupted</td>
<td></td>
</tr>
</tbody>
</table>

Describe the Bloopers:

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

___ Sam ___

Thought
I’m never going to get a chance to talk!

Felt
Frustrated, annoyed

Behaved
Yelled at Carly
Comm.unication in the Media Worksheet

Television Show: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>COMMUNICATION BLOOPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who blooped?</td>
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</tr>
<tr>
<td>____ Controlled</td>
</tr>
<tr>
<td>____ Withdrew from</td>
</tr>
<tr>
<td>____ Interrupted</td>
</tr>
</tbody>
</table>

Describe the Booster: ______________________________________________________________________

____ (name)

Television Show: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>COMMUNICATION BLOOPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who blooped?</td>
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<td>____ Withdrew from</td>
</tr>
<tr>
<td>____ Interrupted</td>
</tr>
</tbody>
</table>

Describe the Booster: ______________________________________________________________________

____ (name)
Communication in the Media Worksheet 3.3

Grades 5 & 6

Television Show: ____________________________

COMMUNICATION BOOSTER

<table>
<thead>
<tr>
<th>Who communicated effectively?</th>
<th>How?</th>
<th>To whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supported</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Negotiated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listened</td>
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</table>

Describe the Blooper: ____________________________

______ Supported  ____ Facilitated  ____ Negotiated  ____ Listened

(name)  ____________________________

Television Show: ____________________________

COMMUNICATION BOOSTER

<table>
<thead>
<tr>
<th>Who communicated effectively?</th>
<th>How?</th>
<th>To whom?</th>
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<tbody>
<tr>
<td></td>
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Describe the Blooper: ____________________________

______ Supported  ____ Facilitated  ____ Negotiated  ____ Listened

(name)  ____________________________
Instructions

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

Team Members:

_______________________________________________________________________________________________________

Observers:

_______________________________________________________________________________________________________

Cooperative Learning Activity:

_______________________________________________________________________________________________________

Listening  +  Facilitating  +  Supporting  +  Negotiating  =  Booster Points

Interrupting  +  Controlling  +  Ignoring  +  Withdrawing  =  Blooper Points

= Total Ticket Score

+ Activity Points

= Grand Total
## Collaboration in Action

### Blooper and Booster Tickets

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Collaboration in Action
Blooper and Booster Tickets

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### Collaboration in Action

#### Blooper and Booster Tickets

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Collaboration in Action
Blooper and Booster Tickets

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183
## How would a/an __________ resolve conflict?

<table>
<thead>
<tr>
<th>TURTLE</th>
<th>OWL</th>
<th>SHARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Conflict Avoider</strong></td>
<td><strong>The Solution Finder</strong></td>
<td><strong>The Conflict Controller</strong></td>
</tr>
<tr>
<td>Turtles...</td>
<td>Owls...</td>
<td>Sharks...</td>
</tr>
<tr>
<td>Hide from conflict</td>
<td>Try to think of many ways to solve problems</td>
<td>Are forceful</td>
</tr>
<tr>
<td>Are slow to respond to conflict</td>
<td>Are thoughtful</td>
<td>Take control of the situation and conflict</td>
</tr>
<tr>
<td>Avoid conflict and/or people involved in the conflict</td>
<td>Try to come up with solutions that work for everyone</td>
<td>Want to win at all costs</td>
</tr>
<tr>
<td>Are afraid to share their feelings or to disagree with others</td>
<td>Negotiate</td>
<td>Try to intimidate others</td>
</tr>
<tr>
<td>Don’t speak up because they don’t want to cause problems</td>
<td>Suggest compromises</td>
<td>Are scary</td>
</tr>
<tr>
<td>Avoid people or situations that make them feel uncomfortable</td>
<td>Take into account others’ perspectives and feelings</td>
<td>Use physical force to get their way or to win</td>
</tr>
</tbody>
</table>
Animals of Conflict Worksheet

Circle your animal:

<table>
<thead>
<tr>
<th>TURTLE</th>
<th>OWL</th>
<th>SHARK</th>
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</thead>
<tbody>
<tr>
<td>The Conflict Avoider</td>
<td>The Solution Finder</td>
<td>The Conflict Controller</td>
</tr>
<tr>
<td>![Turtle Image]</td>
<td>![Owl Image]</td>
<td>![Shark Image]</td>
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</tbody>
</table>

Conflict Scenario:

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

How does Sarah respond?

Bob: Hey Sarah! How's it going?

Sarah:

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Bob:

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Sarah:

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Bob:

_______________________________________________________________________________________________________
Instructions

We respond to conflict in many different ways.

1. Make a prediction by circling the animal you think best fits your conflict style. Are you an owl, a shark, or a turtle?

<table>
<thead>
<tr>
<th>TURTLE</th>
<th>OWL</th>
<th>SHARK</th>
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<tbody>
<tr>
<td>The Conflict Avoider</td>
<td>The Solution Finder</td>
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2. Read the statements on the next page and think about how you might respond to conflict with a friend.

   If a statement on the next page describes a response you usually make, circle 3.

   If it is a response you sometimes make, circle 2.

   If you rarely or never make that response, circle 1.

   There are no right or wrong answers; just your own ideas.
## What’s My Conflict Style? Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Usually</th>
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<tbody>
<tr>
<td>1. I avoid bringing up topics my friend and I argue about.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. I argue with my friend without giving up my position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>3. I keep quiet about my views to avoid disagreements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I suggest we work together to create solutions to disagreements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. I raise my voice when trying to get my friend to accept my position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>6. I offer many different solutions to disagreements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7. I insist my position be accepted during a conflict.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>8. I hold back rather than argue.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>9. I calmly discuss differences when I disagree.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>10. I refuse to give in when my friend disagrees with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>11. I keep my feelings to myself when I disagree.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>12. I talk openly about our disagreements.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>13. I keep arguing until I get my way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>14. I listen to my friend’s point of view when we disagree.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>15. I avoid my friend when we disagree.</td>
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<td>3</td>
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3. Write the number of your answer to the questions below and add the numbers in each column. Each column reflects a particular approach toward conflict. In which column did you score the highest?

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<tr>
<td>1</td>
<td>Raymond needs to tell Harvey how it made him feel when he overheard Harvey telling Carol about his parent's divorce.</td>
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<td>2</td>
<td>Madeline needs to find a way to get Eugene to start helping the group instead of distracting them.</td>
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<tr>
<td>3</td>
<td>Joanne needs to confront Chris about taking her idea as his own.</td>
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<td>4</td>
<td>Jonathan needs to tell Leslie how it makes him feel when she laughs at him, and ask her to stop.</td>
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<td>5</td>
<td>Gilbert needs to speak up and clarify who made the mess.</td>
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<td>6</td>
<td>Sally needs to tell her teacher she would like a chance to do the job.</td>
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<td>7</td>
<td>Juan needs to get his iPod back from Robert.</td>
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<td>8</td>
<td>Maggie needs to stop the boys from calling her names.</td>
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<tr>
<td>9</td>
<td>Ella needs to confront Samantha about the hole in her sweater and ask her to fix it or replace it.</td>
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<td>10</td>
<td>Charlie needs to decide if he wants to play basketball or find another activity to do during recess.</td>
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<td>11</td>
<td>Lisa needs to express her feelings to Mark, and ask why she wasn't invited to his birthday party.</td>
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<td>12</td>
<td>Sarah needs to tell Scott to stop posting mean things and take down the comments.</td>
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<td>13</td>
<td>Ben needs to tell Mindy he is tired and doesn't feel like being the recorder.</td>
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<td>14</td>
<td>Todd needs to tell Jared that his phone call woke his family and to not do it again.</td>
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<td>15</td>
<td>Simone needs to tell Felix she won't help him with his test.</td>
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<td>16</td>
<td>Chad and Karen need to decide which movie they’ll watch together.</td>
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<td>17</td>
<td>Carlos, Jeffrey, and Samantha need to find and agree on a solution to their problem.</td>
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<td>18</td>
<td>Jenny needs to ask Sasha why she didn't say hello.</td>
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<tr>
<td>19</td>
<td>Ryan and Diana need to decide who will pitch in the kickball game.</td>
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<tr>
<td>20</td>
<td>Jill needs to tell her brother that he and his friends can play with the Wii once she and her friends are done.</td>
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</tbody>
</table>
Instructions

Read each scenario and use the “Step it Up” approach to resolve the conflict in each.

Example

Jill and Jake are playing four square. Jill isn't playing the game according to the rules and Jake is getting upset.

Scenario 1

David and Melissa are working on a class project. When Melissa tries to discuss their project, David keeps interrupting to talk about last night's basketball game.

Scenario 2

Olivia and Ethan are neighbors and hang out together outside of school. Olivia wants to hang out at school, too, but Ethan doesn't want other students to know he's friends with a girl.
**Scenario 1:**

David and Melissa are working on a class project. When Melissa tries to discuss their project, David keeps interrupting to talk about last night’s basketball game.

**S = Stop, Think and Cool Off!**

Melissa’s feelings during the conflict: ____________________________________________

**T = Talk and Listen**

Melissa’s perspective: ____________________________________________

________________________________________________________________________________

_______________________________________________________________________________________________________

David’s perspective: ____________________________________________

________________________________________________________________________________

_______________________________________________________________________________________________________

**E = Evaluate Possible Solutions and Consequences (brainstorm)**

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<thead>
<tr>
<th>Solutions</th>
<th>Consequences</th>
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**P = Pick a Realistic Solution, try it out, and determine its effectiveness. Change if necessary. (What other solution would you pick?)**

________________________________________________________________________________

________________________________________________________________________________
**Scenario 2:**

Olivia and Ethan are neighbors and hang out together outside of school. Olivia wants to hang out at school, too, but Ethan doesn't want other students to know he's friends with a girl.

*S = Stop, Think and Cool Off!*

Olivia's feelings during the conflict: ________________________________________________________________

*T = Talk and Listen*

Olivia's perspective: __________________________________________________________________________

_______________________________________________________________________________________

Ethan's perspective: ________________________________________________________________

_______________________________________________________________________________________

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**E = Evaluate Possible Solutions and Consequences (brainstorm)**

P = Pick a Realistic Solution, try it out, and determine its effectiveness. Change if necessary. (What other solution would you pick?)

__________________________________________________________________________________________

__________________________________________________________________________________________
Sanford says to...

1. **STOP**, think, and cool off
2. Talk it out
3. Evaluate possible solutions
4. Pick a realistic solution

**IT UP!**
How do we resolve conflict?

Step It Up!

S  Stop, Think, and Cool Off
  Take a break and regulate your emotions before you try to resolve the conflict.

T  Talk It Out
  Engage in respectful dialogue and put both sides of the story out on the table.

E  Evaluate the Possible Solutions
  Come up with solutions that are satisfactory to everyone involved.

P  Pick a Realistic Solution
  Pick the solution that is best for everyone and try it out!
Step It Up Worksheet

Instructions

Use this worksheet whenever you have a conflict with another student. Make sure to fill in the steps on the back!

Students involved in the conflict: ________________________________

Describe the conflict: ____________________________________________

________________________________________________________________

How did you initially react to this conflict? What conflict animal were you?

________________________________________________________________

________________________________________________________________

What was the first thing you did to try to resolve the conflict?

________________________________________________________________

________________________________________________________________

What else can you do before you go to your teacher?

________________________________________________________________

________________________________________________________________

S = Stop, Think and Cool Off!

Your feelings during the conflict: ________________________________

T = Talk It Out

Your perspective:

________________________________________________________________

________________________________________________________________

Other perspective:

________________________________________________________________

________________________________________________________________
### E = Evaluate Possible Solutions and Consequences (brainstorm)

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</tbody>
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### P = Pick a Realistic Solution, try it out, and determine its effectiveness. Change if necessary. (What other solution would you pick?)

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
Instructions

1. Each team will draw a Conflict Scenario Strip from a bowl.

2. You have today to finish writing a short script (5- to 10-minute role-play) describing the conflict and a resolution. Come up with a title for your play. The script should include the conflict resolution using the “Step It Up” approach. Use the back of this page to brainstorm your script. Feel free to use the Example Script as a guide.

3. On Day 2, you’ll finalize your script, practice, and role-play in front of the class.

4. The class will talk about the resolution of the conflict, decide if it was the best way to resolve it, and make suggestions.

Rules

1. Each team member must have a role in the writing or acting process (record the team members’ roles on the script).

2. Have fun!

Team Members:______________________________________________________________

Team Roles:

Director: _________________________________________________________________

Writer(s): _______________________________________________________________

Actor(s): ________________________________________________________________

Props Creator: __________________________________________________________

Role-Play Title: __________________________________________________________

Characters: _____________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
Conflict Dilemmas Worksheet

Example Script

Lunch Money by The Sanford Harmony Team

Characters (Six)

Narrator, Abby, Jeff, Friend 1, Friend 2, Friend 3

**Narrator:** “One sunny morning, Abby was on her way to school, when Jeff and his friends confronted her.”

**Jeff:** “Hey Abby, my mom didn’t give me any lunch money today; I think you should give me yours.”

**Friends 1 and 2:** [Laugh]

**Friend 3:** “Yeah, Abby. You should give Jeff your lunch money.”

**Abby:** “Why would I give you my lunch money?”

**Jeff:** “Because if you don’t, you’re going to be sorry!”

**Friends 1 and 3:** [In unison] “You’re going to be sorry!”

**Narrator:** “Abby took a deep breath; she was perplexed and didn’t know what to do. She didn’t want to give up her lunch money, because then she would be hungry at lunchtime. But she was also afraid that, if she didn’t give Jeff the money, they wouldn’t leave her alone. She wondered if she should run away, but that would only last until they caught up with her.”

**Abby:** “If I give you my lunch money, I’ll be hungry. That doesn’t seem fair.”

**Jeff:** “Life just isn’t fair, is it?”

**Abby:** “Well, I’m not going to give you my money. But, I will share something from my lunch with you. Your friends could share their lunches with you, too.”

**Jeff:** “I can’t believe I’m saying this, but that’s not a bad idea.”

**Abby:** “Alright, done deal. Now, you just have to hit your friends up for some grub, too!”

**Jeff:** [Chuckles]

**Narrator:** “Jeff and his friends walk off while Abby smiles to herself, feeling good about standing up to Jeff and coming up with a solution to the problem.”
### Scenario 1

You're at a birthday party having a great time. Your friend has not started opening presents when you realize you have to be home in 30 minutes, because your sister has a softball game. You call your parents and ask them if you can stay for the rest of the party. They say no, and tell you to come right home. You're very upset.

### Scenario 2

Katie has been assigned to work with Kyle on a science project that will be presented at the school science fair. Katie really likes science and wants to do well. She's excited to present at the fair. She's noticed in team meetings that Kyle doesn't listen to any of her ideas and makes all the decisions for the group. Katie's upset and doesn't know what to do, and she has to work with Kyle for the entire semester.

### Scenario 3

Kylie and Jacob have been best friends since the first grade. They live on the same street and their parents are good friends. Last summer, Jacob also became good friends with Ethan. When the school year started, Jacob tried to spend his time equally with both Ethan and Kylie. As the school year went on, Jacob often ended up spending more time with Ethan. Kylie felt angry with both Ethan and Jacob, and started being mean to Ethan.
### Scenario 1

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### Scenario 2

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### Scenario 3

Kylie and Jacob have been best friends since the first grade. They live on the same street and their parents are good friends. Last summer, Jacob also became good friends with Ethan. When the school year started, Jacob tried to spend his time equally with both Ethan and Kylie. As the school year went on, Jacob often ended up spending more time with Ethan. Kylie felt angry with both Ethan and Jacob, and started being mean to Ethan.
I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.

I like friends who are _________________________________________________________.
I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.

I like to ____________________________ with my friends.
**What Makes a Friend? Worksheet**

**Instructions**

Read through the items in the Characteristic column. Put an **X** in the “You” column if the item is true for you. Put an **X** in the “Friend” column if the characteristic is what you look for in a friend. If it doesn't matter whether or not your friend has a certain characteristic, write DM for “doesn't matter.”

Examples:

- Nice
- Tall
- Short-tempered

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>You</th>
<th>Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nice</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tall</td>
<td></td>
<td>DM</td>
</tr>
<tr>
<td>Short-tempered</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### What Makes a Friend? Worksheet

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>You</th>
<th>Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys watching TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes spaghetti and meatballs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cranky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trustworthy</td>
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</tr>
<tr>
<td>Artistic</td>
<td></td>
<td></td>
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<tr>
<td>Likes playing video games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curly hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boy</td>
<td></td>
<td></td>
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<tr>
<td>Speaks Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td></td>
<td></td>
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<tr>
<td>Likes animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loves cookie dough ice cream</td>
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<td></td>
</tr>
<tr>
<td>Bossy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
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<tr>
<td>Was born in same state as me</td>
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<tr>
<td>Has an older brother</td>
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<tr>
<td>Good at math</td>
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<tr>
<td>Good sense of humor</td>
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</tbody>
</table>
## Instructions

Read through the list of items. For each item, fill in the bubble that best describes how often it is true for you.

<table>
<thead>
<tr>
<th>Students in this class provide classmates with support if they are...</th>
<th>Not at all</th>
<th>Only sometimes</th>
<th>Always</th>
<th>Doesn't apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being picked on.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. Having a bad day.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>3. Excluded from something.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>4. Having trouble with a school task.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>5. Sad about something.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>I’ve Got Your Back!</td>
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</table>
**Talk It Out Worksheet - Boys**

**Instructions**

The items in the first column describe reasons boys might not choose to interact, or be friends, with girls. Read through the list of items. For each item, fill in the bubble that best describes whether you think it is true, sort of true, or false.

Don't write your name on this page, so responses will be confidential.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>Sort of True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Boys feel uncomfortable around girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>2. Girls and boys don't have things in common.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3. Boys feel embarrassed to be seen with girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>4. Boys think they'll get teased if they hang out with girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>5. Boys get nervous around girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>6. Boys don't like to do the same things as girls.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>7. If a boy talks to a girl, she may think he wants to be her boyfriend.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. Boys think that girl stuff is boring.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. Boys think girls don't talk about interesting things.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. Boys are competitive but girls aren't.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. When working on class assignments, boys don't do their work, and girls are bossy and controlling.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
## Talk It Out Worksheet - Girls

### Instructions

The items in the first column describe reasons girls might choose not to interact, or be friends, with boys. Read through the list. For each item, fill in the bubble that best describes whether you think it is true, sort of true, or false.

Don't write your name on this page, so responses will be confidential.

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<th></th>
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<th>Sort of True</th>
<th>False</th>
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<td>O</td>
<td>O</td>
<td>O</td>
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<td>7. If a girl talks to a boy, he may think she wants to be his girlfriend.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>8. Girls think boy stuff is boring.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>9. Girls think boys don't talk about interesting things.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>10. Boys are competitive but girls aren't.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>11. When working on class assignments, boys don't do their work, and girls are bossy and controlling.</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Let’s Make It Happen Worksheet

Instructions

1. Select a student to record the group’s responses on this worksheet.
   Recorder: ____________________________________________________________

2. Select a student to report the group’s ideas to the class.
   Reporter: ____________________________________________________________

3. What is your group’s assigned topic?
   Topic: ___________________________________________________________________

4. As a group, brainstorm three ideas for addressing your assigned topic; there are no right or wrong answers, but the ideas should be those that could happen in your classroom.

5. As a group, conduct a vote to select the three best ideas.

6. For each idea, think about how you can make this happen in your classroom and why the idea would work, and record your responses.

7. Before you get started, review the example below.

Example

**Topic:**

Boys and girls get nervous around each other.

**Idea:**

Give boys and girls more chances to talk and get to know each other.

**How can you make this happen in your classroom?**

Once a month, our class can eat lunch together in our classroom, and boys and girls who don't know each other well can sit together and talk. Before each of these lunches, our class can come up with a list of things to talk about in case we get nervous and can't think of things to say.

**Why will this idea work?**

Boys and girls practice talking to each other, get to know each other better, and feel more comfortable interacting with each other.
**Instructions**

Now it’s Your Turn!

<table>
<thead>
<tr>
<th>Idea 1:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you make this happen in your classroom?</td>
<td></td>
</tr>
<tr>
<td>Why will this idea work?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idea 2:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you make this happen in your classroom?</td>
<td></td>
</tr>
<tr>
<td>Why will this idea work?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idea 3:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you make this happen in your classroom?</td>
<td></td>
</tr>
<tr>
<td>Why will this idea work?</td>
<td></td>
</tr>
</tbody>
</table>
### 5.4 Battle Card

#### (Green Cards)

<table>
<thead>
<tr>
<th>Battle Card</th>
<th>Action Card</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon and T.J., both fifth graders, are neighbors and have been best friends since they can remember. Brandon wants to start hanging out with some of the popular kids in school who sometimes tease T.J. Brandon decides to tease T.J. too in hopes that the popular kids will want to be friends.</td>
<td>Belle laughs and eggs Brandon on.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>T.J. curses at Brandon in front of the group of popular kids and then storms off.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Billy says to Brandon, “I always see you hanging out in T.J.’s yard, but then you tease him in school. That’s not cool!”</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Bridget hears Brandon make fun of T.J., but Bridget just walks away.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>T.J. takes Brandon aside and says, “At home we’re best friends, but in school you act too cool for me!”</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Brooke says to T.J., “You should talk to Brandon after school and tell him to stop.”</td>
<td>Positive</td>
</tr>
</tbody>
</table>

#### (Red Cards)

<table>
<thead>
<tr>
<th>Battle Card</th>
<th>Action Card</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the way to lunch, Benjamin pushes Tommy into the girls’ bathroom and, in earshot of several kids, remarks, “Need to use the girls’ room, Tommy?” Benjamin has been taunting Tommy a lot recently, maybe because Tommy hangs out with the girls in the class more often than the boys.</td>
<td>Blake laughs and insults Tommy too.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Bonnie laughs and gives Benjamin a high five.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Tommy punches Benjamin in the stomach and runs away.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Tommy decides to tell his teacher what happened after school that day.</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Bella tells Benjamin to “Knock it off.”</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Brayden tells Tommy he’s sorry that Benjamin did that and asks Tommy to sit with him at lunch.</td>
<td>Positive</td>
</tr>
</tbody>
</table>
## Teacher Reference Guide

### 5.4 Grades 5 & 6

<table>
<thead>
<tr>
<th>Battle Card</th>
<th>Action Card</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Light Blue Cards)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Campbell’s fifth grade class is eating lunch. Taylor asks a group of kids if she can sit at their table, and they tell her yes. As Taylor sits down, Bryce, a student who always seems to pick on Taylor, pulls Taylor’s chair out from under her. Taylor falls down and spills her tray of food.</td>
<td>Taylor grabs a handful of food and shoves it in Bryce’s face.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Beth laughs loudly at Taylor.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Blaise says, “Have a nice trip? See you next fall!”</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Bianca helps Taylor up and begins cleaning up the spilled food.</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Brendan says to Bryce, “Dude! That was a really mean thing to do! Taylor could have gotten hurt.”</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Taylor decides to tell the lunch aide and goes to sit with her other friends.</td>
<td>Positive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Battle Card</th>
<th>Action Card</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Gray Cards)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recently, Beatrice has made a habit of cracking racial jokes about Tamara, who is the only student of color in their fifth grade class.</td>
<td>Betsy follows in Beatrice’s footsteps and makes fun of Tamara, too.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Brittany laughs and encourages Beatrice to continue cracking jokes at Tamara’s expense.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Tamara responds by making fun of Beatrice to other classmates.</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Bobby hears Beatrice making jokes about Tamara and reports her behavior to the teacher.</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Brett hears Beatrice crack a joke and says, “That’s not funny, Beatrice. You need to cut it out.”</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Tamara says, “Stop it, Beatrice. No one, including me, finds your jokes funny.”</td>
<td>Positive</td>
</tr>
</tbody>
</table>
### 5.4 Grades 5 & 6

#### (Yellow Cards)

It seems like nearly every day at recess while waiting in line to play tetherball, Becky steals Trevor’s hat. Trevor starts to get annoyed because he has to get out of line to get his hat back, and hardly gets any time to play tetherball.

<table>
<thead>
<tr>
<th>Battle Card</th>
<th>Action Card</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trevor punches Becky in the arm and grabs his hat back.</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Brandy helps Becky keep the hat away from Trevor.</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Beverly helps Becky hide Trevor’s hat, so that he spends the entire recess looking for it.</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Barry says to Becky, “Give it a rest. This is getting old fast.”</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Trevor continues playing tetherball – he knows that Becky will eventually give him his hat back.</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Betty gets Trevor’s hat back so that he can stay in line, and she tells Becky to leave Trevor alone.</td>
<td>Positive</td>
<td></td>
</tr>
</tbody>
</table>

#### (Dark Blue Cards)

Some fifth graders are at recess waiting in line for four square when Brianna grabs Tara’s cell phone and texts Christopher, a kid in their class, with the message: “I think you’re cute!” Brianna sends the message, throws the phone back to Tara, and runs off. This isn’t the first time Brianna has picked on Tara.

<table>
<thead>
<tr>
<th>Battle Card</th>
<th>Action Card</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara chases after Brianna, grabs Brianna’s cell phone, and throws it on the ground so that it breaks.</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Bryn laughs and sings, “Tara and Christopher, sitting in a tree! K-I-S-S-I-N-G!”</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Brad runs and tells Christopher that Tara has a crush on him.</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Bob says, “Don’t worry, Tara. I’ll let Christopher know what really happened.”</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Bailey approaches Brianna and encourages her to tell Christopher the truth – that she texted the message, not Tara.</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>After recess, Tara says to Brianna, “That was not ok. What did I do to deserve that?”</td>
<td>Positive</td>
<td></td>
</tr>
</tbody>
</table>