Module 1: Self-Awareness
Chapter 1

LESSON 1 – DESCRIBING ME

Materials Needed: Poster with class rules, chart paper, graphic organizers Describing Me and My Characteristics

Before you begin:

Explain the posted class rules.

Explain the topic of the lesson, why the lesson is important to learn, and what the activities will be. (See Guide for Conducting the Lesson.)

ACTIVITIES:

Step 1:

Brainstorm with the group the adjectives that a person might use to describe someone. Tell students these are not physical descriptions, such as hair color, tall, short, etc. Rather, the students should find words that describe how a person acts or treats others or affects them. All suggestions should be accepted initially. Save these suggestions as they will be used again in later lessons.

Step 2:

Go through the list as a group and eliminate those words that the group decides are physical descriptions (see sidebar note). Put the new list on chart paper. Keep the list as it will be used in Lesson 7.

Note: If students have difficulty doing this, you may model by providing a few self-describing words. Students should add to the list. Facilitate this process by questioning; do not make decisions for the group.
**Step 3:**

Have each student fill in the graphic organizer **Describing Me** by listing ten of the adjectives that describe himself or herself.

**Step 4:**

Have the students pair off and spend the next 10 minutes discussing their adjective lists and receiving feedback on which two or three are the best descriptors of each individual. Partners should tell each other which adjectives most accurately describe them using specific examples of situations in which the partner observed the other student demonstrating these characteristics.

**Step 5:**

Rotate partners and repeat the sharing described above. A third rotation is optional, depending on the size of the group and time available.

**Step 6:**

Return to the large group and **debrief** by asking students the following questions. For the literal questions, the facilitator may use any of the group evaluation tools identified in the Facilitator’s Manual, “Tips for Facilitators.” For follow-up metacognitive (**‘how’** and **‘why’**) questions, call on students for individual responses:

- Did you and your partner easily agree on the words that you initially thought describe you?
- Why or why not?
- What did you learn about yourself from this activity?

**Note:** You may need to provide a model of this sharing by **out loud thinking** about situations in which you demonstrated one of the adjectives you used to describe yourself.

**Note:** If students are reluctant to answer these questions, provide an **out loud thinking model** such as “I learned that I like knowing that others also think I am helpful. What did you learn about yourself?”
Step 7:

The facilitator should allow 3-5 minutes for the students to respond in their journals to the following questions:

- What have I learned in this lesson about myself?
- I intend to practice what I have learned by ....
- I need more practice on ....
- I have questions about ....

As they are writing their responses, you can also be jotting notes about the lesson in the facilitator's journal.

Homework

As a homework activity, ask students to complete the graphic organizer My Characteristics and record when and how they do things that demonstrate the descriptive adjectives they have chosen. Students should keep an informal list of what they observe about their behavior associated with those descriptions. Explain that the graphic organizers Describing Me and My Characteristics will be reviewed in Lesson 5 and modified as the students learn more about themselves. Be sure to give students an opportunity to share their observations at the beginning of the next lesson.

Alert

The facilitator should be alert to students who have listed only negative characteristics for this activity. Additional time may be needed to work with these students to help them discover positive attributes that they may not realize they possess.
DESCRIBING ME
Self-Awareness: Chapter 1 Lesson 1

From the list that you and your classmates have made, choose ten words that best describe you. Remember, you are not describing how you look but rather how you act, feel, and treat others.

1. ____________ 6. ____________
2. ____________ 7. ____________
3. ____________ 8. ____________
4. ____________ 9. ____________
5. ____________ 10. ____________

As you and your partner discuss your lists, discuss the following questions:

1. Why did you choose the words you selected to include on the list above that describe you?

2. Why do you feel these words describe you? Give examples.

3. Which of these descriptions do you feel proud of?

4. Which of these words describe things about yourself that you would like to change? Why?
Use this handout to write down situations when you notice you are doing something that shows that one of the adjectives on your list describes you. Notice how you demonstrate each characteristic and how often. Keep an ongoing list of what you observe. We will look back at the list in Lesson 5. We will also take a few minutes at the beginning of our next lesson for you to share your observations.

Characteristic:

Situation: ________________________________________________________________

Characteristic:

Situation: ________________________________________________________________

Characteristic:

Situation: ________________________________________________________________

Characteristic:

Situation: ________________________________________________________________
Guide for Conducting the Lesson
Chapter 1, Lesson 1

The following is not intended to be an actual script, but rather a guide for conducting the lesson. The facilitator should endeavor to create an atmosphere of acceptance and trust by modeling and outloud thinking to demonstrate how to openly share information about oneself in a nonjudgmental atmosphere. Through questioning, the facilitator can help students learn how to self-monitor and self-evaluate so that self-correction of misperceptions and resulting inappropriate behaviors is possible. Students are then able to self-direct social behaviors competently. Throughout the discussions, ask questions that direct the student toward self-evaluation without controlling the outcomes of the self-evaluation.

Before you begin:

Facilitator: “In the next few months, we are going to learn as much about ourselves as we can because the more we know about ourselves the more power we have to decide how to behave and how to become the people we want to be.

“Before we begin, let’s review the classroom rules for these lessons. (Facilitator should create a poster for ongoing use listing these rules prior to the first class session.) Rule 1: What is said here, remains here. This rule is important because we must develop a sense of trust with one another so that we can feel comfortable sharing. Rule 2: Only constructive disagreement is acceptable. This means that if you disagree with the discussion or a response to a question, you must do so in a positive manner. For example, if I disagreed with a statement that you made, I might say ‘Can you explain why you said (believe) that?’ or ‘I’m not sure I understand what you mean, can you tell me more?’ rather than ‘That’s stupid.’ Rule 3: Only positive comments about others are acceptable. Think about how you feel when someone says something negative about you. We want these classes to be a positive experience for everyone so that everyone feels good about sharing.”

While, as a class, you may decide to add additional rules, no more than 5 rules are recommended.
Step 1:

Facilitator: “Now let’s begin by trying to think of some words that describe people in general. These words should not be words that tell us what a person looks like such as hair color, tall, short, etc. They should be words that tell us how a person feels about himself or herself and behaves toward others. Let’s make a list. Does anyone have some words to put on our list?”

All suggestions should be accepted initially. If no one volunteers to begin or the group seems to be stalled after a few contributions, provide some descriptions of yourself using outlook thinking.

Facilitator’s example: “Let me see. I have some words to put on the list too. I notice that I am often shy when I meet new people, so I want to put ‘shy’ on the list, because I think that describes many people. I think I am shy because in new situations with people I don’t know, I get very quiet. I also like to help people, so I would like to add ‘helpful’ to the list. I think I am helpful because when I see someone struggling to do something, I try to make it easier by doing something to make it easier to do. (Student’s name), give me another word to put on the list.”

Student response:

Continue asking students by name to add words to the list until no one else can add a word. Keep the list of adjectives on chart paper as they will be used again in Lesson 7.

Step 2: (Use this step if words are included that are physical descriptions or otherwise inappropriate):

Facilitator: “Let’s look at our list again. Remember that we are trying to include only words that describe a person’s feelings or behavior, not how they look. Does this word describe a feeling or behavior?”

Remain a facilitator even if the group chooses to leave a word that you believe is not appropriate. However, you may use questioning to help students evaluate a word more carefully.

Facilitator’s example: “Please explain for the group how this word describes a feeling or behavior, (student’s name). How do you know that it describes a feeling or behavior rather than a physical attribute?”

If a student uses physical descriptors, ask metacognitive questions similar to those above that will help the student evaluate the word more closely. If students still have trouble differentiating feelings and
behaviors from physical attributes, use **out loud thinking** to demonstrate this **self-evaluation** of word choices.

**Facilitator’s example:** “When I added the word ‘shy’ to our list, I knew that this was a feeling or behavior and not a physical attribute because it did not describe how I look, like the color of my hair or eyes or the shape of my face. A person would not know that I am shy just by those things. They would have to watch how I act in new situations with people who are new to me to know that I am shy. Feelings can sometimes be even harder to see than behaviors, because sometimes people who are shy don’t act like they are uncomfortable in new situations, but they tell you that is how they are feeling inside.”

**Student response:**

**Facilitator:** “[Different student’s name], do you agree? Why or why not?”

**Student response:**

**Step 3:**

When the list has been thoroughly examined and agreed on, ask students to look at their graphic organizer **Describing Me**.

**Facilitator:** “Look at your graphic organizer. You have ten spaces on your sheet. Choose ten of the words from our list that best describes how you feel and behave. If there are other words not on the list that you feel would better describe you, use them but be sure they are not words that just describe how you look.”

Walk around the room to answer questions and help students who use words not listed on the board. When the students have finished their lists, give the following instructions.

**Step 4:**

**Facilitator:** “Now that we have all finished our lists, let’s spend some time discussing our lists with partners to help us decide how accurate we have been. Look at the bottom of your graphic organizer. There are some questions listed there that we want to think about as we look at our lists.”

Read the list for the group if some members are poor readers.

**Facilitator:** “Now divide into pairs and decide which **two or three** words on your list best describes each of you. When you tell your partner that one of the words on his or her list is a good one, try to give specific examples.”
But remember to be positive. We want to help each other appreciate ourselves and not feel bad about ourselves."

If needed, provide a **model** of how to give specific examples. Choose a word from one student who is self-confident or use a description from your own first **outloud thinking modeling**.

**Facilitator’s example:** “For example, I put the word ‘helpful’ on our list. A specific example might be that yesterday a lady dropped her packages so I stopped to help her pick them up. (Student’s name), if you had the word ‘helpful’ on your list, I would say I agreed with that one because just now I saw you help someone find the right place on the graphic organizer.”

In some instances you may need to assign partners. When possible, students should be allowed to pick someone they trust and with whom they feel comfortable, especially in the initial pairing. Allow up to 10 minutes for the first pairs to discuss their lists and to decide on two or three best words from each partner’s list.

**Step 5:**

**Facilitator:** “Let’s choose new partners and do the same thing. See whether your second partner agrees with your first partner on the two or three words from your list that best describe you. If all agree, circle those words on your list.”

Allow up to seven minutes for the second pair to discuss the lists. If time permits, a third rotation can be allowed. However, be certain to leave time for **debriefing**.

**Step 6:**

When all rotations are complete, call the group together and ask the following **debriefing** questions.

**Facilitator:** “(Student’s name), was this a hard activity to do? Why?”

**Student response:**

**Facilitator:** “(Student’s name), did you and your partners easily agree on the words that you initially thought describe you? Why or why not?”

**Student response:**

15
Facilitator: "(Student's name), what did you like about the activity? Why?"

Student response:

Facilitator: "Was there anyone who did not like the activity? Why?"

Student response:

Facilitator: "What did you learn about yourself today, (student's name)?"

If students are reluctant to answer this last question, provide an outloud thinking model.

Facilitator's example: "I learned that I like knowing that others also think I am helpful. I noticed that when I said I thought I was helpful, other people thought so too, and I felt good that they agreed. (Student's name), did you learn something about yourself?"

Allow time for additional student responses.

Step 7:

Facilitator: "O.K., this has been a good lesson. We are almost finished, but before we break, I would like you to take a few minutes to jot down your thoughts about this lesson in your student journal. We will be doing this journaling at the end of each lesson. This gives you the opportunity to think about what we have discussed in the lesson and pinpoint some ideas that you are discovering about yourself."

Allow 3-5 minutes for the students to respond in their journals to the debriefing questions. As they are writing their responses, you can also be jotting notes about the lesson in the facilitator's journal.

**HOMEWORK**

Facilitator: "For homework, I want you to notice when and how you do things that demonstrate the adjectives that you have chosen. Using your graphic organizer My Characteristics, keep an ongoing list of what you observe. We will look back at the graphic organizers Describing Me and My Characteristics in Lesson 5 and modify them as you learn more about yourself. We will also take a few minutes at the beginning of our next lesson for you to share your observations. Any questions?"
Alert
The facilitator should be alert to students who have only negative characteristics selected for this activity. Additional time may be needed to work with these students to help them discover positive attributes that they may not realize they possess.
Print these character role play cards on heavy paper and cut them out. Distribute them to groups of students. Have students come up with a skit based on the card they receive. The students can break into victim/perpetrator to decide who will do what. They will need to spend a few minutes developing ideas about how they will act out the correct behavior to support the specific role play. Role playing the character traits provide a great way to teach good character. Instead of marking worksheets, use the mini skits the students perform to determine the evidence of skill understood. Oral presentation could be the assessment focus and the content of character traits are the process.
Character Role Playing Cards

You see somebody who is new to the school. During recess you notice that they are alone and looking sad.

You just observed a friend of yours stealing candies from another friend of yours.

You were assigned a partner in your group work that you don’t like.

Your friends are teasing a person in your class who just got new braces.

During a test, you notice that the person sitting beside you is copying all of your answers.

A stack of library books toppled down, a classmate told the teacher you toppled the books on purpose.

You notice a friend stealing money from a classmate. Your friend says “If you say anything, I’ll come after you.”

Your friend says he won the bike race last night but you know that he actually came in 3rd place.
LESSON 1: INTRODUCTION TO PEER RELATIONSHIPS

Materials Needed:
- Pencils
- “Characteristics of a Peer Relationship” worksheet
- Bristol board & markers to make chart

Lesson Objectives:
- Awareness of the importance of peer relationships and how they are beneficial
- Recognizing the basic characteristics of how to be a good friend
- Introduction to different strategies that we use to develop and maintain peer relationships
- Recognizing what characteristics are wanted and unwanted in a friendship

“Buzzwords” – Vocab to highlight/clarify:
- Relationship: a connection between two people
- Peer: someone else your age, a friend, or a classmate
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal

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<thead>
<tr>
<th>Chronology of lesson</th>
<th>Approx. time to complete section</th>
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<tr>
<td>Part 1 – Benefits of relationships</td>
<td>5 min.</td>
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<tr>
<td>Part 2 – Characteristics of relationships</td>
<td>10 min.</td>
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<tr>
<td>Part 3 – What are these lessons about?</td>
<td>5 min.</td>
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<tr>
<td>Activity</td>
<td>6 - 7 min.</td>
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<tr>
<td>Assessment</td>
<td>10 - 15 min.</td>
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<tr>
<td>Recap of lesson &amp; buzzwords</td>
<td>5 min.</td>
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<tr>
<td>Total time to complete lesson</td>
<td>45 min.</td>
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NOTE: Throughout all classes it is important to constantly engage the students by asking them to provide examples and participate in discussion. Filling out the worksheets should not be silent, individual work. They should be completed as a class with each student providing their own personal examples.
LESSON PLAN

PART 1: Benefits of Relationships.
Highlight to the class that we have relationships with many people. We have relationships with our parents, siblings, extended family members, and even our friends at home and at school. Having relationships with other people is important, because these connections with other people can make us feel good about ourselves.

One of the ways that relationships make us feel good is by providing us with someone else to talk to. This is important because it makes us feel like we are not alone. There are many other reasons why relationships make us feel good. Can anyone give me an example of why relationships are a good thing? (Wait for answers).

The way that we form connections with other people can also have positive or negative consequences.
- Ex: When we act in a good way towards other people and they act the same way to us, we feel better about ourselves (increased self-esteem) and the other people in the relationship feel the same way too (more likely to keep that relationship, which will continue to increase your self-esteem)

PART 2: Characteristics of Relationships.
Highlight to the class characteristics of a good and healthy friendship or relationship.

As we have already learned, having positive relationships with our peers can make us feel good. In order to have positive peer relationships, we must first understand the basic characteristics of being a good friend. Can anyone give me an example of what a good friendship is made of, or what it means to be a good friend?
- Ex: Sharing your belongings
- Ex: Giving your peer compliments

Good friendships can be complex because they consist of many different characteristics:
(1) Having common interests, likes, or hobbies
(2) Feeling comfortable with sharing private thoughts, feelings, or stories
(3) Understanding each other
(4) Conflict resolution
  - Ex: Being able to solve arguments and problems without hurting the relationship
(5) Being affectionate or caring
(6) Equality in the relationship
  - Ex: A shared friendship where all members are treated the same; everyone is treated fairly
(7) Being loyal and trustworthy
  - Ex: Keeping your word in the relationship; actually doing what you say you will
  - Ex: Keeping secrets in the relationship
When learning about peer relationships it is important to keep three questions in mind. These questions are:

(1) What characteristics can you bring to a peer relationship?
(2) What characteristics are you looking for in a friend?
(3) What characteristics are you NOT looking for in a friend?

Keep these questions in mind, as we will come back to them later in the lesson when we complete an activity.

Good friendships are also two-way. This means that it takes two people to form a positive relationship that has all of the above characteristics that we just spoke about. Both people in the relationship must make an effort to make sure that the friendship lasts. In the next lesson we will talk about two-way conversations, which is a very important part of two-way relationships.

**PART 3: What are these lessons about?**

**Explain to the class what we are doing here and the purpose of these lessons.**

**What are we going to learn from these lessons? Why are peer relationships so important?**

Once we understand what it means to be a good friend, we must then learn how we can develop peer relationships. Making friends and keeping them is something you can do by using different strategies. There are many different strategies that you can use to have peer relationships. Some are positive strategies, and others are negative strategies.

What do I mean when I say I want to give you a ‘strategy’? Does anyone know what a strategy is? *(Wait for answers).*

- A strategy is a method that you use to achieve a goal. It can take time and practice to develop
  - Ex: In soccer, if you want to improve your kick you need to practice shooting at the net every day. The more and more you go to the field and practice this skill, the better you will get. Eventually you will get much better at playing soccer and at scoring goals!
- We are going to learn a variety of strategies and how some can help us develop positive peer relationships, whereas others should be avoided when trying to form positive peer relationships
- These strategies will help us learn how to have appropriate conversations and interact in a positive way with our peers
- Learning how to do this will help us to make friends more easily
- Remember though, it takes practice to learn how to use our strategies more effectively and to make positive peer relationships
- Everyone can benefit from learning how to be a good friend and practicing using positive strategies to help us initiate and maintain positive relationships with our peers.
ACTIVITY: Learn what characteristics are and are not wanted in a peer relationship. Understand how you can bring unique qualities to a peer relationship as well.

Now that we understand the importance of peer relationships and some of the positive characteristics of these relationships, we are going to complete an activity.

Worksheet Instructions:
On the worksheet provided, students should work independently to:
- Write down characteristics that they can bring to a peer relationship. This means that they should write down what characteristics they possess that a peer would be interested in
- Write down characteristics they would want in a peer when looking to form a relationship
- Write down characteristics that they DO NOT want a peer to possess when looking to form a peer relationship

Students may then turn to a partner and discuss their answers.

ASSESSMENT: Learn to change the way we think about peer relationships. Think about what we should and should not do when trying to form a relationship with a peer.

Discussion & Chart:
- Once the class has finished the above activity, come together as a class to discuss answers
- Create a chart on a piece of bristol board that consists of “Positive Characteristics” and “Negative Characteristics”
- The teacher should fill in this chart based on student responses and class discussion
- The chart should be placed in a spot in the classroom where it is visible to all students
- This chart should be referred to throughout the remainder of the lessons
- Praise children for thinking about peer relationships and sharing thoughts with the class
- Emphasize the importance of possessing the positive characteristics and eliminating the negative characteristics
CHARACTERISTICS OF A PEER RELATIONSHIP WORKSHEET

(1) What characteristics can you bring to a peer relationship?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(2) What characteristics are you looking for in a friend?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(3) What characteristics are you NOT looking for in a friend?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LESSON 2: INITIATING CONVERSATION

Materials Needed:
- Computer with internet access

Lesson Objectives:
- Understand the concept of what it means to approach a peer and initiate conversation
- Awareness of the importance of eye contact in initiating conversation
- Learn strategies on how to appropriately trade information with peers in order to find common interests

“Buzzwords” – Vocab to highlight/clarify:
- **Relationship**: a connection between two people
- **Peer**: someone else your age, a friend, or a classmate
- **Peer relationship**: a friendship with someone else your age, a friend, or a classmate
- **Strategy**: a method used to achieve a goal
- **Trading information**: communicating with another person by exchanging information (e.g., spoken words) back and forth
- **Common interests**: interests, hobbies, or likes that you and your peer both share

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<tr>
<th>Chronology of lesson</th>
<th>Approx. time to complete section</th>
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<tbody>
<tr>
<td>Recap of previous lesson &amp; today’s goals</td>
<td>2 – 3 min.</td>
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<tr>
<td>Part 1 – Eye contact</td>
<td>5 min.</td>
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<tr>
<td>Part 2 – Trading information</td>
<td>10 min.</td>
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<tr>
<td>Activity</td>
<td>10 min.</td>
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**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about how we have relationships with many different people. We learned that relationships with our peers are very important, as our peers can provide us with many benefits. *Can somebody tell me some benefits that our peers can provide us?* (Wait for answers). Over the next 9 classes we will learn different strategies that will help us develop and maintain relationships with our peers. These strategies will teach us how to properly have a conversation and interact with our peers.

We also mentioned last class that making friends isn’t always easy – we use different **STRATEGIES** that take time and practice to develop. The goal of today’s class is to show you what you should do when you first approach a peer. I am going to explain strategies and give you examples of how they can be used in different situations. Then we will work together to practice using these strategies.
LESSON PLAN

PART 1: Overview and explanation of strategy – eye contact
In order to develop a peer relationship we need to first approach a peer. The first strategy that I will teach you about approaching a peer and developing a positive peer relationship is making eye contact. Can somebody tell me why it might be important to make eye contact when first approaching a peer? (Wait for answers).
  o Ex: So they know you are about to talk to them
  o Ex: So they know that you are interested in them

PART 2: Overview and explanation of strategy – trading information
The next strategy I will teach you for developing a positive peer relationship is how to properly trade information. Trading information is what makes a relationship “two-way.” Can anybody remember what I mean when I say that a relationship is “two-way”? (Wait for answer). After making initial eye contact, the next thing we want to do is to trade information. What does it mean to trade information?
  (1) Talking back and forth with another person
  (2) Having a conversation in which everyone gets a turn
  (3) A form of communication

Trading information is what two (or more) people do when they are getting to know each other. In what ways can we trade information with a peer? (Wait for an answer).
  o Ex: We can trade information by speaking about our pets.
  o Ex: We can trade information by writing letters to each other.

The goal of trading information is to find common interests. Having similar likes, interests, and hobbies is important when forming peer relationships because these things give you ideas about what you might like to talk about or do together.

There are 5 rules for trading information when you first approach a peer:
  (1) Ask the other person about him or herself
    o It is polite to first ask the other person about him or herself before you talk about yourself. We can ask a peer about many different topics. What is something you can ask a peer about? (Wait for answer). Why is it important to ask your peer about him or herself? (Wait for answer).
      ➢ Ex: It is important to ask your peer about him or herself because you can then learn about what they like to do for fun, what they are interested in, etc.

  (2) Staying on the same topic, share something about yourself
    o In order to trade information, both you and your peer must be involved in the conversation. Once your peer is finished speaking, it is your turn to speak. Now is the time to answer your own question (the question you just asked the peer). Why is it important to answer your own question? (Wait for answer)
We need to answer our own questions so our peer can gather information about our likes, interests, and hobbies too.

(3) Find common interests
   - After trading information, take note of things that you and your peer both like. Identify things you can talk about and do together. Why is it important to find common interests? (Wait for answer). You should also pay attention to your peer’s dislikes. Why is it important to know what your peer does not like? (Wait for answer)
     ➢ Finding common interests allow you to get a sense of what things you and your peer could talk about and do together. Knowing what your peer doesn’t like can help you to avoid talking about or doing things that your peer is not interested in.

(4) Share the conversation
   - Be sure to share the conversation. What does it mean to share the conversation? (Wait for answer). Why is sharing the conversation important? (Wait for answer).
     ➢ When we share the conversation it means that we are both getting a turn to trade information. It takes at least two people to trade information, just like it takes two people to form a peer relationship. Trading information goes both ways. It is important that each person gets a chance to ask a question or make a comment.

**ACTIVITY**: Learn how to appropriately trade information. Understand how trading information involves finding common interests by asking questions, listening, and then speaking.

**Video**: This video is a clip of Sheldon and Amy (Big Bang Theory) having a conversation. Take note of who is speaking, the topic of conversation, as well as whether the conversation is interesting for both individuals. [https://www.youtube.com/watch?v=vkSwXL3cGUg](https://www.youtube.com/watch?v=vkSwXL3cGUg)

**Discussion**: Divide the class into small groups of two or three. Make sure groups consist of children that are not very close friends. Have the groups discuss the video. Some questions to start the discussion are:

- Is Sheldon following the rules for trading information?
- Does Amy get a chance to speak?
- Is Amy interested in this topic of conversation? How can you tell? (e.g., facial expression, body language, etc.)
- How does Amy react when Sheldon does not stop talking about the specific topic?

After 2 minutes of discussion, have the class come together to discuss whether Sheldon’s behavior was appropriate and what he could have done differently.

**ASSESSMENT**: Learn to change the way we think about approaching peers and how conversations with peers should be. Think about initiating a conversation and applying the rules for making good eye contact and properly trading information.
Now that we understand how to approach and start a conversation by using eye contact and the rules of trading information, students will be divided into groups to practice the skills learned.

Instructions:
- Keep students in the small groups that have already been assigned. Be sure that the group consists of children who do not know each other very well
- This will give students an opportunity to **trade information** and discover things about peers that they did not already know
- Students may discover that they have common interests with peers who they typically do not interact with
- Be sure to display "**Rules for Trading Information**" sheet on classroom projector so that students can refer to it as need be

Discussion:
- After the activity, come together as a class. Each student should share one new piece of information that they learned about their peer with the class
- Praise children for appropriately trading information and their good communicating skills
- Emphasize the importance of asking a question, listening, and finding common interests when trading information while getting to know peers
LESSON 3: TWO-WAY CONVERSATIONS I

Materials Needed:
- "Case Example – Asking Questions” worksheet
- Video recording device (camera, iPad, iPod, etc.)
  o This is optional

Lesson Objectives:
- Learn strategies on how to appropriately engage in a two-way conversation
- Recognize the difference between positive and negative conversation strategies
- Understand the concept of open-ended, closed, and follow-up questions

“Buzzwords” – Vocab to highlight/clarify:
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal
- Trading information: communicating with another person by exchanging information (e.g., spoken words) back and forth
- Open-ended question: A question that leads to more conversation, requires more than a Yes or No answer
- Close-ended question: A question that can be answered with a short, simple answer, such as “yes” or “no;” a question that does not lead to more conversation
- Follow-up question: A question about a specific topic that leads to more conversation

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RECAP and GOALS OF CURRENT CLASS: Last class we talked about approaching our peers. This is the first step in forming a relationship. We learned that to start a relationship with a peer, we must first make **eye contact**. We also learned that after making eye contact we must start to **trade information**. *Can somebody tell me what it means to trade information? (Wait for answer)*. We learned that trading information involves asking questions about the other person and then answering your own questions. This process is what makes a **two-way conversation**. *Can anyone remember why we ask a question and then answer the same question ourselves? (Answer: to find common interests)*.

The goal of today’s lesson is to teach you strategies that can be used to trade information with a peer. This will help you have a good peer relationship. More specifically, today’s lesson will
teach you strategies for **asking questions**. We will also learn about strategies that should **not** be used when having a conversation with a peer. I am going to explain these positive and negative strategies and give you examples of each. Then we will work together to practice using positive strategies and avoiding using negative strategies when having a two-way conversation.

**LESSON PLAN**

**PART 1: Introduction to the strategies associated with two-way conversations**
The strategies that I will teach you today involve asking questions. We already know that we should ask our peer a question, wait for an answer, and then answer our own question; however, there are different types of questions we can ask. These are **open-ended** questions, **close-ended** questions, and **follow-up** questions. Two types of questions are positive strategies, and one type is a negative strategy.

**PART 2: Overview and explanation of both positive and negative strategies associated with two-way conversations.**
First we will talk about **close-ended** questions. What is a close-ended question?

1. A question that people answer with a brief response
2. A question that people answer with just “yes” or “no”
3. A question that does not keep the conversation flowing
4. The opposite of an open-ended question

If we ask a peer a question and they simple answer with “yes” or “no,” this does not allow us to trade very much information. *Why might it be a bad idea to ask only close-ended questions?* *(Wait for answers). Can anybody give me an example of a close-ended question?*

- Ex: What is your favorite food?
- Ex: Do you like the color yellow?

Asking too many close-ended questions is a negative strategy when trying to trade information. We can trade information with our peers better if we ask **open-ended** questions. What is an open-ended question?

1. A question that requires more than a simple one-word answer
2. A question that leads to more conversation
3. The opposite of a close-ended question

We want to try to ask as many open-ended questions as possible when we are speaking to a peer. *Why is it a good idea to ask open-ended questions?* *(Wait for answers). Can anybody give me an example of an open-ended question?*

When we have two-way conversations we can ask some close-ended questions, but we want to try to ask mostly open-ended questions. We want to keep trading information and keep the conversation flowing. *Which type of question is a positive strategy that allows us to trade information and keep the conversation flowing?* *(Wait for answer – open-ended questions). Which type of question is a negative strategy that does not help us keep the conversation flowing?* *(Wait for answer – close-ended questions).*
A second positive strategy we can use to trade information is asking follow-up questions. What is a follow-up question?

1. A question about a specific topic
2. Used to keep the conversation flowing

**ACTIVITY: Learn to recognize the negative strategies that are not appropriate for having a two-way conversation. Understand how to think about the situation and how to replace these negative strategies with positive ones.**

**Case Example:** Give students a copy of the case example worksheet. You can read the passage out loud or instruct students to read silently. Have students work in pairs to complete the worksheet. Discussion is encouraged. Students will need to recognize what strategies were used, in addition to which strategies were positive and which were negative. They should also indicate what could be changed or improved so that the scenario has a more successful ending. After 6-7 minutes, come together as a class to discuss the passage.

Mr. Benoit announced that the class would be having a pizza party on Friday. The whole classroom buzzed with excitement, as the students chatted to one another about the upcoming party. However, a student by the name of James was the only one not speaking about the news, as he is very shy. Tyler, James’ peer, noticed how quiet James was and decided that he would try to talk to him about the pizza party. Walking over to James’ desk, Tyler said “hey”, and James answered with a “hey” as well. Tyler then said, “do you like pizza?” James replied with a simple “yes.” Following this question, Tyler asked, “are you looking forward to the pizza party?” Again, James responded with a “yes.” Tyler responded to James’ answer by saying “I hope Mr. Benoit orders the pizza from Domino’s!!” James simply smiled and looked at his desk. Tyler shrugged and walked away.

**ASSESSMENT: Learn to change the way we think about having conversations with peers by avoiding negative question-asking strategies. Think about the positive strategies we can use to ask questions and to have a meaningful two-way conversation.**

Now that we understand what strategies we should and should not use when asking questions in a two-way conversation, students will be divided into groups to practice the skills learned.

**Role Play Instructions:**
- Divide students into small groups to discuss strategies taught in today’s lesson
- Have children create two role-play scenarios: one in which positive strategies are used and one in which negative strategies are used
- Children can record their scenarios in order to show the class what they have created with their peers, or they can re-enact their scenario in front of the class

**Discussion:**
- After watching each role-playing scenario as a class, discuss what happened
- Praise children for using the appropriate strategies for having two-way conversations in their video
• If they demonstrated a role-play scenario showing the negative strategy, then ask the students in class to think about how to use a more positive strategy instead (e.g., by asking a different type of question)
• Emphasize the importance of asking open-ended and follow-up questions while avoiding close-ended questions
CASE EXAMPLE – ASKING QUESTIONS WORKSHEET

You are required to read the following passage:

Mr. Benoit announced that the class would be having a pizza party on Friday. The whole classroom buzzed with excitement, as the students chatted to one another about the upcoming party. However, a student by the name of James was the only one not speaking about the news, as he is very shy. Tyler, James’ peer, noticed how quiet James was and decided that he would try to talk to him about the pizza party. Walking over to James’ desk, Tyler said “hey”, and James answered with a “hey” as well. Tyler then said, “do you like pizza?” James replied with a simple “yes.” Following this question, Tyler asked, “are you looking forward to the pizza party?” Again, James responded with a “yes.” Tyler responded to James’ answer by saying “I hope Mr. Benoit orders the pizza from Domino’s!!” James simply smiled and looked at his desk. Tyler shrugged and walked away.

(1) After reading the passage, what do you think about the interaction that occurred? Was Tyler successful in trading information with James?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Here are some other questions to think about:

- What types of questions did Tyler ask James?
- Why do you think James did not say much to Tyler, besides the fact that he was shy?
- Do you think the conversation would have been different had Tyler taken a different approach to trading information?

(2) Think of two questions that Tyler could have asked James that would have lead to more information trading.

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LESSON 4: TWO-WAY COVERSATIONS II

Materials Needed:
- Computer with internet access
- Video recording device (camera, iPad, iPod, etc.)
  - This is optional

Lesson Objectives:
- Learn strategies on how to appropriately engage in a two-way conversation
- Recognize the difference between positive and negative conversation strategies
- Awareness of inappropriate behaviors involved in two-way conversations, such as being repetitive, an interviewer, or hogging the conversation

“Buzzwords” – Vocab to highlight/clarify:
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal
- Trading information: communicating with another person by exchanging information (e.g., spoken words) back and forth

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RECAP and GOALS OF CURRENT CLASS: Last class we talked about different strategies we can use to trade information with a peer. We learned that having a two-way conversation with a peer involves asking questions. We learned three different strategies; two were positive and one was negative. Does anybody remember which strategies were positive and which was negative? (Wait for answers). Open-ended and follow-up questions are positive strategies, and asking close-ended questions is a negative strategy.

The goal of today’s lesson is to teach you about negative strategies that you should avoid using when trying to trade information with a peer. I am going to explain these negative strategies and give you examples of each. Then we will work together to practice asking questions and trading information while avoiding the use of negative strategies.
LESSON PLAN

PART 1: Introduction to more strategies associated with two-way conversations

Today I will teach you about negative strategies that should not be used when trading information. Sometimes it can be difficult, but we need to try our best to avoid using these strategies because our peers may not appreciate it. Avoiding these strategies will allow us to properly trade information and to keep peers engaged in the conversation. What does it mean to keep your peer engaged in the conversation? (Wait for answers).

To keep peers engaged in conversation we must make sure we do not use these three negative strategies:
(1) Being a conversation hog
(2) Being an interviewer
(3) Being repetitive

PART 2: Overview and explanation of the negative strategies associated with two-way conversations.

Let’s talk about the first strategy. Then we will talk about why this strategy is negative and unhelpful. Firstly, can anybody tell me what it means to be a conversation hog? (Wait for answers).
   ○ Ex: Talking so much that your peer doesn’t get a chance to speak

There are certain rules to follow in order to make sure that you are not a conversation hog. What are these rules?
   (1) Do not control the conversation
   (2) Do not brag about yourself
   (3) Let your peer speak
   (4) Try your best to not interrupt when your peer is speaking
   (5) Use the strategies we learned earlier about asking questions

These are all good ways to let your peer have a turn to speak and share information with you. This is the appropriate way to have a two-way conversation. If we do not follow these rules we are being conversation hogs. Why is being a conversation hog a negative strategy for having a two-way conversation?
   ○ Ex: Because it doesn’t give the other person a chance to trade their information

The second negative strategy is being an interviewer. Can anybody tell me what it means to be an interviewer? (Wait for answers).
   ○ Ex: Asking too many questions

How do you think your peers would feel if you interviewed them? (Wait for answer).

There are certain rules to follow in order to make sure that you do not act like an interviewer. What are these rules?
   (1) Do not ask question after question
   (2) Ask your peer some questions but make sure to answer your own questions too
(3) Do not talk about too many different topics at once
It is nice to ask your peer questions in order to find out what they do and do not like, but you must be careful that you do not ask too many questions. *Why is it important not to ask too many questions? (Wait for answer).* If you ask a question and your peer responds, you should then answer your own question and stay on topic. However, if you ask another question in response to your peer’s answer, your peer does not find out any information about you. This is because you keep asking questions without sharing any of your likes and dislikes. *Why is being an interviewer a negative strategy for having a two-way conversation?*
  - Ex: Because you are not trading information and sharing the conversation with your peer
  - Ex: You cannot find common interests with your peer if you do not share information about yourself as well

The third negative strategy is being **repetitive**. *Can anybody tell me what it means to be repetitive? (Wait for answers).*
  - Ex: Talking about the same topic over and over

There are certain rules to follow in order to make sure that you are not a being repetitive. What are these rules?
  1. Talk about different things

Just because you and your peer find a common interest does not mean that you should keep talking about this interest. *How could being repetitive and talking about the same thing be a negative strategy for having a two-way conversation? (Wait for answers).*
  - Ex: Because your peer may get bored talking about the same thing
  - Ex: Your peer may stop trading information with you because there is no new information to trade

**ACTIVITY:** Learn to recognize the negative strategies that are not appropriate for having a two-way conversation. Understand how to think about the situation and how to replace these negative strategies with positive ones.

**Video:** Let’s review the Sheldon and Amy (Big Bang Theory) video clip again. Take note of the negative strategies that Sheldon uses when speaking to Amy. [https://www.youtube.com/watch?v=vkSwX13eGUg](https://www.youtube.com/watch?v=vkSwX13eGUg)

**Discussion:** Divide the class into small groups of two or three. Have the groups discuss the video. What specific negative strategies does Sheldon use? Does he use any positive ones? After a few minutes, come together as a class to discuss how Sheldon should have acted instead.

**ASSESSMENT:** Learn to change the way we think about having conversations with peers by avoiding these negative strategies. Think about what positive strategies we have learned so we can avoid using these negative ones.

Now that we understand why these strategies should be avoided when having a two-way conversation, students will be divided into groups to practice the skills learned.
**Role Play Instructions:**
- Divide students into small groups to discuss strategies taught in today’s lesson
- Have children create two role-play scenarios; one in which the negative strategies are used, and one in which the negative strategies are reversed so as to display a positive two-way conversation
- Children can record their scenarios in order to show the class what they have created with their peers, or they can re-enact their scenario in front of the class

**Discussion:**
- After watching each role-playing scenario as a class, discuss what happened
- Praise children for using the appropriate strategies for having two-way conversations in their video
- Emphasize the importance of asking open-ended and follow-up questions while avoiding close-ended questions
LESSON 5: CONVERSATION ETIQUETTE

Materials Needed:
- Video recording device (camera, iPad, iPod, etc.)
  - This is optional
- Pencils
- "Voice Volume" and "Personal Space" worksheets

Lesson Objectives:
- Learn strategies on how to appropriately engage in a two-way conversation
- Understand the concept of conversation etiquette
- Awareness of appropriate behaviors involved in two-way conversations, such as having volume control, body boundaries, and attentive listening

"Buzzwords" – Vocab to highlight/clarify:
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal
- Trading information: communicating with another person by exchanging information (e.g., spoken words) back and forth
- Etiquette: polite behaviors; using manners

<table>
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RECAP and GOALS OF CURRENT CLASS: Last classes we talked about negative strategies that should be avoided when trying to have a two-way conversation with a peer. *Can anybody name these three negative strategies? (Wait for answers).* Hogging the conversation, interviewing your peer, and being repetitive are all negative conversation strategies that our peers do not like. We need to try our best to avoid these strategies.

The goal of today's lesson is to teach you more specific strategies for having a proper two-way conversation. This will help have a good peer relationship. We will learn about conversation etiquette and strategies for behaving politely when conversing with our peers. I am going to explain these strategies and give you examples of each. Then we will work together to practice these strategies in a two-way conversation.
PART 1: Introduction to conversation etiquette and strategies used to have proper etiquette when having two-way conversations

When we use our manners, it means that we are being polite. We often think of manners as saying “please” and “thank you.” These are both very important examples of being polite, but there are also other ways to be polite, especially during two-way conversations. This is called using conversation etiquette. Does anybody know what conversation etiquette means? (Wait for answer)
  o Ex: using manners when speaking to another person
  o Ex: following certain rules so that you are polite when communicating

PART 2: Overview and explanation of the strategies used to have proper etiquette when having two-way conversations

There are many different strategies that we can use to have good conversation etiquette. What are these strategies?
  1. Using good volume control
  2. Having good body boundaries
  3. Listening attentively

Having conversation etiquette makes our peers feel relaxed and comfortable. If our peers feel relaxed and comfortable, they will be more likely to want to talk to us and become our friend.

Let’s start talking about the strategies for being polite and making our peers feel comfortable in a two-way conversation. First let’s talk about volume control. What does it mean to control our volume? (Wait for answers)
  o Ex: Make sure we speak appropriately when trading-information

Can anybody give me an example of using inappropriate volume? (Wait for answers)
  o Ex: Whispering
  o Ex: Yelling

We want to make sure that we do not yell or whisper when trading information with our peers. These are examples of negative strategies for speaking with our peers. How might our peers feel if we speak too loud? (Wait for answer). How might they feel if we do not speak loud enough? (Wait for answer).

If we speak too loudly our peers may get annoyed with us, but if we speak too quietly our peers may not understand what we are saying. This may cause our peers to avoid speaking to use in the future. We need to make sure we speak at a level that is in between the two inappropriate levels. Sometimes we may get excited and speak loudly, or may be shy and speak softly. It may be difficult to have good volume control, but with practice we can learn this positive strategy and use it to have good two-way conversations with our peers.

Now let’s discuss good body boundaries. Can somebody tell me what it means to have good body boundaries? (Wait for answer). This is an example of a positive strategy used to have two-way conversations with peers. Having good body boundaries means that you and your
peer each have your own personal space. Can somebody tell me what it means to have personal space? (Wait for answer)
  ○ Ex: feeling like you have enough room to move
  ○ Ex: having a space around your body that no one else can enter

When we have a two-way conversation with a peer we need to be sure that we do not get too close. Why is it a bad idea to get too close when having a two-way conversation with a peer? (Wait for answers). Standing too close can cause a peer to feel uncomfortable. This is an example of a negative strategy that we should avoid. We should also make sure that we are not too far away when speaking to a peer. Why is it a bad idea to be too far away when having a two-way conversation? (Wait for answer). Trying to speak to a peer when you are too far away is awkward or strange. Your peer may not realize that you are trying to speak to them, or they may think your conversation is too public. A good strategy for maintaining good body boundaries is to stand at about arm’s length away from your peer.

Another strategy that we can use to make sure that we are being polite when having two-way conversations with our peers is to make sure that we are listening carefully. Can somebody tell me why it is important to listen carefully when our peer is speaking? (Wait for answer).
  ○ Ex: You need to make sure you hear what your peer says so you can respond
If we ask a peer a question we should listen to the answer. We need to do this so we can find common interests. Can somebody tell me what is problematic about not listening to the answer? (Wait for answer)
  ○ Ex: Your peer may feel like you are not interested in the conversation
  ○ Ex: Your peer may think you do not care
If you ask your peer a question you need to listen to the answer. This is the polite thing to do. You are supposed to know the answer once your peer has responded to your question. You should try your best to not ask the same question twice. Can somebody tell me why your peer may not appreciate it if you ask the same question twice? (Wait for answers). When you listen it shows that you care and that you are interested in what your peer has to say.

**ACTIVITY:** Learn to recognize the strategies that are appropriate for having a two-way conversation. Understand how our body parts (eyes, ears, body, etc.) are involved in the process of having two-way conversations with peers.

Now that we understand the importance of conversation etiquette we are going to complete an activity and then discuss our thoughts as a class.

**Worksheet Instructions:**
On the worksheet provided, students should work independently to:
- Follow the instructions provided to complete worksheet on volume control
- Follow the instructions provided to complete worksheet on personal space (body boundaries)

**Discussion:**
- Once the class has finished, come together as a class to discuss answers
- Emphasize the importance of good volume control and good body boundaries, as
well as the importance of listening attentively

**ASSESSMENT:** Learn to change the way we think about having conversations with peers by using the above strategies in a positive way. Think about the strategies we have learned and how we can apply them to trading information with peers.

Now that we understand the importance of these strategies when having a two-way conversation, students will be divided into groups to practice the skills learned.

**Role Play Instructions:**
- Divide students into small groups to discuss strategies taught in today’s lesson
- Have children create two role-play scenarios; one in which the strategies are used positively, and one in which the strategies are used negatively
- Children can record their scenarios in order to show the class what they have created with their peers, or they can re-enact their scenario in front of the class

**Discussion:**
- After watching each role-playing scenario as a class, discuss what happened
- Praise children for using the appropriate strategies for having two-way conversations in their video
- Emphasize the importance of good volume control and good body boundaries, as well as the importance of listening attentively
Voice Volume

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<tbody>
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<td>Cheering at a basketball game</td>
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<td>Shopping in a store</td>
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<td>Playing outdoors</td>
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<td>Playing indoors</td>
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<td>When someone is taking a nap</td>
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<td>On the school bus</td>
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<td>Talking in the lunchroom</td>
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Choose two of the situations above and tell why you would use a soft, normal, or loud voice.
Whenever you're with another person, you should ask yourself, "Does my distance feel right?" On the lines below, write who you would feel comfortable talking to in each zone.
LESSON 6: SHARING AND TURN-TAKING

Materials Needed:
- Internet access
- Computer
- Projector or smart-board

Lesson Objectives:
- Learn strategies on how to appropriately share with others
- Learn proper ways to take turns with peers
- Understand that sharing and taking turns are positive behaviours that we engage in even if sometimes we may not want to
- Awareness of the benefits of sharing and turn-taking in creating and maintaining healthy peer relationships

“Buzzwords” – Vocab to highlight/clarify:
- **Peer relationship**: a friendship with someone else your age, a friend, or a classmate
- **Strategy**: a method used to achieve a goal
- **Sharing**: have a portion of (something) with another person or others
- **Taking turns**: to speak, do, etc. one after another in regular order

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**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about **conversation etiquette**. *Can anybody remember what conversation etiquette means? (Wait for answers.)* We learned that conversation etiquette involves being polite when trading information. We also learned that being polite during a conversation means that we use good volume control, have good body boundaries, and we must listen attentively. *Can anybody give me an example of each of these strategies? (Wait for answers).* We need to try our best to keep these positive strategies in mind when trading information with peers.

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. As you will learn today, **sharing** and
**turn-taking** are positive strategies to use when forming peer relationships. Today we will learn about different ways we can share with our friends and also learn to take turns while doing so. We will also learn about behaviours that we should avoid if we want to share and practice taking turns with our friends. Then we will work together to practice using the positive strategies and avoid using the negative ones when interacting with peers.

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**LESSON PLAN**

**PART 1: Overview and definition of the sharing and turn-taking strategies in relation to peers.**

The first strategy that I will teach you today involves **sharing**. Learning how to share with our friends is very important. *Can anyone tell me what you think "sharing" might mean? (Wait for answers).*

Encourage students to share their thoughts first. Then review the definition of sharing provided in the vocabulary and the example provided.

**Sharing** means that you have a portion of (something) with another person or others

- For example: There are two friends, Tommy and Jackeline. Jackeline would like to use colored pencils to work on her art project but she forgot hers at home. Tommy, whom is sitting next to Jackeline, notices that she may need some colored pencils for her drawing. Tommy decides to **share** some of his colored pencils with Jackeline so she may continue her art work. *Tommy is sharing a portion of something that is his with Jackeline.*

*Can anyone think of a similar example in which two or more people are sharing?*

*Can anyone think of a time when it was really hard to share with someone (friend, brother, sister)?*

*Can anyone tell me why is good share with others?*

Some key words may include: make friends, share our things that others may not own, be nice, be helpful, be polite, work together on task/activity, opportunity to invite others to play with you.

Another strategy to better interact with our peers is **turn-taking**, which is also very important. *Can anyone tell me what you think “taking-turns” might mean? (Wait for answer).*

Encourage students to share their thoughts first. Then review the definition of sharing provided in the vocabulary and the example provided.

**Taking turns** means to speak, do, etc. one after another in regular order.

- For example: Both Sylvia and Stefan wanted to use the class computer. There is only one computer and only one student can use it at a time. After a bit of thinking, Sylvia and Stefan decide one could use it first and the other would use it.
after. They decided that Sylvia would use it for 20 minutes and then Stefan would use it for 20 minutes after her. Sylvia and Stefan are taking turns using the class’ computer.

Can you think of examples of a time when you took turns to do something? How do you take turns in your family?

Can anyone tell me why is good to take turns? Some key words may include: respect for others, helps when playing games, helps us communicate, play, and interact better when taking turns.

Can anyone tell me a way we can take turns? Possible answers: pick name out of a hat, paper-scissor-rock, picking a number from 1-10

Recap: Sharing and taking turns are good social skills needed in day-to-day life. Sharing with others helps us maintain good relationships with friends, allows us to give someone something they don’t have, it makes us feel good, and opens communication with others. Turn-taking is necessary when it comes to developing friendships, communicating with others and playing games. Turn taking is not something that is easy to do. We have to learn to take turns with others and practice turn taking in the classroom, at home with our siblings, with our parents, and with our friends.

If you wish to share something with someone and you are finding it difficult to, suggest to the person that you can take turns using whatever it is you wish to share.

Note to teachers:

For a small group - Play a quick game of rock-paper-scissors, or choose a number between one and 10 (but make sure you write it down!) - person guessing closest to the number gets to go first. Alternating who goes first for each new activity is also another good option.

For a larger group - When teaching turn-taking skills it is very important to make sure there is enough time for everyone to get a turn in every activity (which might take some pre-planning). If not, kids will learn that they have to always try and be first or they may miss out. If you take turns alphabetically, make sure you start at the end or the middle of the list once in a while. As someone whose last name starts with a W can get frustrated or sad that they’re always picked last. Drawing names out of a hat or basket also works well. As a teacher you can model turn taking behaviours in the classroom and students will learn from this.

**ACTIVITY:** Learn to take turns with your friends by way of cooperative storytelling.

For today’s activity we will be doing something called Cooperative Storytelling.

Instructions:
- Divide the class into equal groups
- Each person in the group will take turns telling part of a story
- Once you are in your groups, the people in the group have to choose who starts
  the story first
- You will write down the strategy you used to decide who goes first
- Once you know who will start first, that person will start the story by saying the
  first sentence of the story
- Then the next person (to the right) will say a sentence that must follow in order to
  make a story
- No one can offer his/her suggestions for how the story goes and ideally no one
  should get mad if the story takes a different direction than the original story-teller
  imagined. This can be modified to having each person say several sentences or
  even trickier is each person can only say one word.

Discussion:
- Come together as a class to discuss how the process of working with others and
  taking turns creating a story made them feel
- Ask students to explain how they decided as a group who would go first. Was this
  a fair strategy (why or why not)? Why was it a good idea taking turns telling the
  story?

ASSessment: Learn to change the way we think about behaving toward our
friends. Think about the positive benefits of sharing and turn-taking.

Video: Show the class this video of two friends learning to take turns while speaking
during a conversation. https://www.youtube.com/watch?v=3RjRZ9jMfs0&list=PL0fuLMvYxYE4fGDU5Y0vNzoqcNkTTPbh&index=2

Discussion:
- Ask students the following: Were the two friends in the video taking-turns at
  first? What did Jonathan do that did not show good turn-taking behaviour
  (answer may be: did not let his friend speak, talking too much)? How did
  Jonathan’s behaviour made his friend feel? What did Jonathan do the second time
  around that made the situation better (he took turns with his friend talking about
  his dog)?
- Discuss that there are plenty of activities one can do every day that incorporates
  turn taking
- Prompt students to think about a moment when you were doing something with
  your friend or perhaps cooking dinner with your parents. This was a time where
  you probably took turns measuring ingredients, putting them in the bowl, mixing
  the ingredients together, etc. Then you shared the food that you all cooked
  together
- Taking turns and sharing have many positive benefits, some of which we talked
  about earlier today. Can anyone tell me some of these benefits? Why is it good to
  share and take-turns? (Wait for answers).
  o Ex: making friends, sharing things that others may not have
- Ex: opportunity to invite others to play, opportunity to play games

Thank you for taking turns. That makes me happy when you are polite.

The Gift of Sharing
LESSON 7: GOOD SPORTSMANSHIP

Materials Needed:
- Variety of board games

Lesson Objectives:
- Learn strategies on how to appropriately play with peers
- Recognize the difference between positive and negative sportsmanship strategies
- Understand the concept of what it means to be a good and bad sport

"Buzzwords" – Vocab to highlight/clarify:
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal
- Sportsmanship: being fair, respectful, and polite when playing with others
- Good sport: being fair, respectful, and polite when playing with others
- Poor sport: being unfair, disrespectful, and impolite when playing with others

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<tr>
<td>Assessment (discussion only)</td>
<td>10 min.</td>
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RECAP and GOALS OF CURRENT CLASS: Last class we talked about sharing and turn taking. We learned about different ways we can share with our friends. Can somebody give me an example of sharing with a peer? (Wait for answer). We also learned to take turns while sharing. Can somebody give me an example of taking turns with a peer? (Wait for answer). We also know that there are many behaviors that we should avoid if we want to share and practice taking turns with our peers.

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. As you already know, sharing and turn taking are positive strategies to use when forming peer relationships. Today we will learn about different strategies that you should use in order to have good sportsmanship. We will also learn about strategies that should not be used when interacting with peers, as these will make you have poor sportsmanship. I am going to explain these positive and negative strategies and give you examples of each. Then we will work together to practice using the positive strategies and avoiding the negative ones when interacting with peers.
LESSON PLAN

PART 1: Introduction to sportsmanship, what it means to be a good sport within a peer relationship, and the strategies associated with sportsmanship.

Today I will teach you strategies about being a good sport. Can somebody tell me what it means to be a good sport? (Wait for answer). Our peers like it when we are good sports. Why is it important to be a good sport in a peer relationship? (Wait for answers). Some strategies that I will teach you are positive and some are negative. Does anybody remember what a strategy is? (Wait for answer)

- Ex: a method used to achieve a goal

There are different strategies we can use in order to be a good sport. What are these strategies?

1. Praise your friend
2. Share and take turns
3. Always say “good game”
4. Do not referee
5. Do not be a coach
6. Do not gloat or sulk

Three of these strategies are positive and three of these strategies are negative. If we use the positive strategies, we are being a good sport. However, if we use the negative strategies, we are being a poor sport. Can somebody tell me what it means to be a poor sport? (Wait for answer).

- Ex: Getting upset with a peer because you lost the game

We do not want to be poor sports because our peers will not want to interact with us.

PART 2: Overview and explanation of both positive and negative strategies related to sportsmanship within a peer relationship.

We will learn about the positive strategies for being a good sport first. Being a good sport means that we have good sportsmanship.

The first step to being a good sport is giving your peer praise. Can somebody tell me what it means to praise your peer? (Wait for answer). Why is it a good idea to praise your friend when you are playing games or sports? (Wait for answer).

- Ex: So your peers enjoy interacting with you
- Everything remains fun.

Can somebody give me examples of ways they can praise a peer? (Wait for answers).

- Ex: “Nice move!”
- Ex: Thumbs up

The next strategy for having good sportsmanship is sharing and taking turns. We learned about this in last week’s lesson. Can anybody tell me why sharing and turn taking are important for being a good sport? (Wait for answer)
o Ex: Because your peers will feel like they belong

The final strategy used for being a good sport is always saying “good game.” This is a positive strategy that should be used after every game you play with a peer. Can somebody tell me why it is important to say “good game” at the end of a game? (Wait for answer).
  o Ex: It shows that you are a good sport
  o Ex: Your peer will feel good and want to play with you again

The next set of strategies I will teach you are negative strategies. Should we use or avoid negative strategies? (Wait for answer). If we use negative strategies then we are being a poor sport.

The first negative strategy we will learn about is called referring. Can somebody tell me what it means to be a referee? (Wait for answer)
  o Ex: Someone who calls plays during a game
This is a negative strategy because our peers do not like interacting with people who call the shots and try to direct the game. This can be annoying and make the play less fun.

A second negative is coaching. Can somebody tell me what it means to be a coach? (Wait for answer)
  o Ex: Giving advice in a game like a coach would (e.g., during a basketball game)
Why might it be a bad idea to act like a coach when playing with peers? (Wait for answer)
  o Ex: Children do not like when peers tell them what to do
Even though you may only be trying to help, you could come off as being bossy. Your peers will not appreciate being bossed around.

In order to be a good sport we also want to avoid gloating and sulking. GLOATING when we win a game and sulking if we lose a game are both negative strategies. Can somebody tell me what it means to gloat? (Wait for answer). Can somebody tell me what it means to sulk? (Wait for answer). What are examples of both gloat and sulking? (Wait for answers)
  o Ex: GLOATING – saying “ha, ha I won the game, that means I am the best” or jumping up and down, cheering for yourself
  o Ex: SUCKING – saying, “Hey, no fair, you beat me.”

ACTIVITY: Learn to recognize the positive and negative sportsmanship strategies taught in today’s lesson. Understand how to replace these negative strategies with positive ones.

Now that we have learned about what it means to be a good and bad sport, students will be divided into groups to practice the skills learned.

Activity Instructions:
- Have a variety of board games set up
- Divide students into small groups of four-six, depending on the number of players required for each board game
• Instruct students to be conscious of their sharing and turn-taking behaviors and language. Also have students take note of their peers sharing and turn-taking behaviors and language they use.

Discussion:
• After the allotted time, come together as a class to discuss the board game experiences
• Emphasize the importance of sharing and turn-taking and how these positive strategies makes having peer relationships easier and more fun for everyone involved

ASSESSMENT: Learn to change the way we think about peer relationships by engaging in good sportsmanship behaviors. Think about these strategies when interacting with peers.
The skills learned in class will now be generalized to places other than the classroom.

Homework Instructions:
• Students are required to document real life examples of good and bad sportsmanship for a week. This can be done on a single sheet of paper
• These examples can come from things seen on TV, at an extracurricular activity, among family members at home, etc.
• Students are encouraged to reflect on why their examples illustrate good or bad sportsmanship

Discussion:
• After the homework assignment is completed, students will come together as a class to discuss what they have observed
• Praise students for recognizing examples of sportsmanship and for understanding how examples of poor sportsmanship can be turned into good sportsmanship
LESSON 8: MAINTAINING RELATIONSHIPS

Materials Needed:
- Pencil and paper

Lesson Objectives:
- Learn about positive strategies to maintain healthy relationships
- Learn to appreciate our friends and care for them
- Understand the negative strategies that should be avoided when trying to maintain our relationships
- Awareness of use of positive strategies to maintain relationships in daily life

“Buzzwords” – Vocab to highlight/clarify:
- **Peer relationship**: a friendship with someone else your age, a friend, or a classmate
- **Strategy**: a method used to achieve a goal
- **Maintain**: to care for, to preserve, to keep in appropriate condition
  - To maintain good relations with our friends: *maintain good health*

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RECAP and GOALS OF CURRENT CLASS: Last class we talked about **good sportsmanship**. *Can anybody remember what it means to have good sportsmanship? (Wait for answer).* We also learned what it means to be a good and bad sport, as well as some of the positive and negative strategies associated with being either a good or bad sport. *Can anybody remember these strategies? (Wait for answers). Ex: saying “good game!”*

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. Today we will learn about different strategies we can use to help **maintain** our peer relationships. We will also learn about behaviours that we should avoid if we want to maintain a healthy relationship with others. Then we will work together to practice using the positive strategies and avoiding the negative ones when interacting with peers and maintaining relationships.
LESSON PLAN

INTRODUCTION: Overview and explanation of the strategies used to maintain peer relationships. A review of behaviours to be avoided if we wish to maintain our peer relationships is also provided.

Note to teacher: You may ask students what each (or some) strategy might mean before explaining them (if time allows). The key words of each strategy (bolded) may be written on the board so the students can refer to them throughout the lesson.

Today I will teach you two positive strategies that we can use to help maintain your relationships. What are these strategies?
(1). Keeping your friendship rewarding
(2). Being a good friend when things get tough

Can anybody tell me what these two strategies might mean? (Wait for answers).
  o  Ex: making sure that your relationship is always fun
  o  Ex: being there for your friend/supporting your friend when they are having a bad day

PART 2: Overview and explanation of both positive and negative strategies related to maintaining relationships with our peers.

To maintain a relationship by keeping friendships rewarding we can use a variety of strategies. For example, we can:

1. Show appreciation
   o Sometimes we know a friend for a really long time that we forget to appreciate them. Try to thank your friend when they do something for you, return favors when your friend goes out of his way to do something for you. It can be as simple as saying to them: “Hey, thanks for always being there for me. I appreciate it.”

2. Showing interest in your friend’s life and what he/she likes
   o This means being a good listener when your friend is telling you about something going on in his/her life. Good relationships are built on communication; so don’t ignore your peers. Take time to really hear what they are saying. This will make them feel understood and they’ll notice that you care. If your friend is involved in an activity they care about, then offer to go to one of their games, or recitals.

3. Building trust
   o Don’t engage in gossip about your friend. This may hurt your friends feeling and have negative effects on the relationship. Keep your promises and don’t go behind your friend’s back. What does this mean? Keep secrets safe—if your friend shares something personal, don’t tell other people.

4. Having fun together
   o Sometimes we get too caught up in our problems that we forget to have some fun with our friends. Do things together that you and your friend enjoy. Learn something new- take Zumba classes or pottery making class.
In order to maintain a relationship we also need to **be a good friend when things get tough**. Some strategies we can use to do this are:

1. Support each other when things get rough
   - Sometimes our friends may experience problems in their own life, and it is up to you to be there to support them through these hard times. Offer to listen to them if they need to talk to someone about their problems. You may also provide distractions, like taking them out to do something they like so they don’t stay at home worrying about their problems all day long. You can go out to eat, see movie, or even just go for a walk.

2. Encourage each other
   - Say nice words to each other to keep yourselves motivated. If your friend did really well on an exam you may say something like: ”Hey good job on your math exam. You worked so hard and look at the grade you got!”

3. Help your friend find solutions
   - If you know you’re friend is struggling, do what you can to help. If they have difficulty solving a math problem perhaps you can help them work through the problem.

4. Handle conflicts maturely
   - When you and your friend have a conflict, don’t scream or get angry at them. Don’t raise your voice, instead sit down calmly and talk through your problems by listening to both sides of the story. Using “I” statements will help with this: “I feel left out when you invite all your friends out to play ping pong but you don’t invite me.” Respect each other at all times during your resolution of the conflict. Apologize if you realize you did something wrong.

5. Maintain contact
   - If your friend moves far away, try and keep in touch with them. Call your friend once in a while to see how they’re doing. Try writing to them or visiting them where they now live.

There are also a few behaviors we want to **AVOID** when we have relationships and we wish to maintain healthy interactions. These are:

1. Peer pressure – getting someone to do something you want when they don’t want to
2. Saying hurtful things – saying mean things and making the other person feel bad about themselves
3. Ignoring – not paying attention when your friend is talking to you, or not including him/her in the activities, or games you play

**ACTIVITY:** Recognize examples of the strategies we use to maintain relationships in our daily life.

For today’s activity we will come up with examples to the different strategies we use to maintain our relationships and our friendships.

**Instructions:**
- Each student should pick one of the strategies that were discussed from sections 1 and 2 above. For example “encourage each other” may be one of them.
- Have each student come up with an example of a way they would encourage their friend or if they have done so in the past to explain how they did so. They may write their strategy and example on a sheet of paper.

Discussion:
- Come together as a class and ask students to share their examples
- Students can also come up with new examples if they wish

**ASSESSMENT:** Learn to use strategies to maintain our relationships with others in a positive way. Think about the positive benefits of maintaining relationships.

**Instructions:** Students should work independently to:
- Reflect on strategies that may be used to maintain their relationships with others
- Students should identify (write down on a separate piece of paper) their top 5 strategies that they already use to maintain their friendships with others
- After doing this, students will work in pairs to identify if they have chosen similar strategies.

Role-play:
- Each pair of students will choose one of their strategies to work on
- They will work on a one-minute skit of a situation in which they would use such strategy with their friend
- They should write their skit on paper to be collected by teacher at the end of class

Discussion:
- Have student volunteers share their skit using their strategy with the class. Ask them—why they chose the strategy they picked and whether they use this strategy often with their friends to help maintain their friendships.
- Ask students – *What are the benefits of maintaining relationships with our friends?* Maintaining relationships takes time, energy, and care for others. It is not an easy task but one that will create long-lasting friendships that are healthy, enjoyable and respectful of each other’s thoughts and actions
- Ask students – What are the benefits of maintaining relationships with our friends?
LEsson 9: RECOGNZING UNHEALTHY RELATIONSHIPS

Materials Needed:
- “Unhealthy Peer Relationships” worksheet
- Friendship Stoplight Game cutouts

Lesson Objectives:
- Learn the positive elements that help make healthy relationships
- Learn about what makes a healthy relationship
- Understand the negative behaviours to avoid in order to develop a healthy relationship
- Learn to recognize these unhealthy behaviours in others

“Buzzwords” – Vocab to highlight/clarify:
- Peer relationship: a friendship with someone else your age, a friend, or a classmate
- Strategy: a method used to achieve a goal

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RECAP and GOALS OF CURRENT CLASS: Last class we talked about maintaining relationships. We learned that in order to maintain relationships with our peers we must keep our friendships rewarding and be a good friend when things get tough. *Can anybody give me an example of both? (Wait for answers).* We can maintain relationships with our peers by using different positive strategies, but there are also strategies that we should avoid, such as saying hurtful things or ignoring our peers, for example.

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. Today we will learn about different elements that help form healthy relationships. We will also learn about behaviours that we should avoid if we wish to have healthy relationships with others, as well as recognizing these behaviours in others to help recognize unhealthy relationships. Then we will work together to practice using the positive behaviours and avoiding the negative ones when interacting with peers.
LESSON PLAN

PART 1: Overview and explanation of the key elements that help make a healthy relationship. A review of behaviours to look out for and recognize in an unhealthy relationship are also provided.

1. Healthy Relationships
   - In today’s class we will focus on developing healthy relationships with friends, family members, neighbors & any other people you may encounter in your life
   - We will talk about key elements that help make a healthy relationship
   - But we will also talk about behaviors that you should look for in order to recognize an unhealthy relationship
   - First let’s talk about what makes a healthy relationship

2. What are some characteristics of a healthy relationship? (ask students, wait for responses)
   a. Respect – respect each other as an individual. A healthy friendship means learning about the other person and valuing what’s important to them, what they like.
   b. Trust – it means that you feel that you can count on each other and that the other person will be there for you. You feel that you can say anything to that person and they will understand you and also that they will not tell anyone else. Trust is earned over time and can be lost with a broken promise.
   c. Honesty – be honest about thoughts and feelings that you have with your friend. Show the ‘real you’, this is who your friend wants to get to know. You also need to tell the truth about problems and/or other things that may happen in the relationship.
   d. Communication – constant communication and talking it out is how we show respect, trust and honesty to our friends. It requires listening, sharing thoughts and feelings with each other.

3. Characteristics of healthy relationships vs. unhealthy relationships
   a. Now I will go over some characteristics of healthy relationships and unhealthy relationships
   b. This will help you recognize some behaviors that are negative and you should try to avoid in a relationship (may write these on the board, making a clear distinction between the two columns)

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<th>UNHEALTHY RELATIONSHIPS</th>
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<td>You feel good about yourself when you’re around the other person.</td>
<td>You feel sad, angry, scared, or worried.</td>
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<tr>
<td>You do not try to control each other. There is equal amount of give &amp; take.</td>
<td>You feel that you give more attention to them than they give to you. You feel controlled.</td>
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<tr>
<td>There is communication, sharing, and trust. You feel safe and trust to share secrets.</td>
<td>You don’t communicate, share or trust.</td>
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This requires listening. You feel pressured to spend time together and you feel guilty when you’re both apart from each other.
You like to spend time together but also enjoy doing things apart. You feel the need to be someone that you are not.
It’s easy to be yourself when you’re with them. You feel there is no respect for you or your opinion. You’re not able to disagree.
You Respect each other’s opinion. You listen and try to understand their point of view even if you don’t always agree with them.
There is not fear in your relationship. You feel fear in your relationship.

**ACTIVITY: Recognize examples of positive and negative behaviours related to healthy and unhealthy relationships.**

**Purpose:** the purpose of this activity is to explore friendships using a stoplight analogy

a. **RED** = Stop! These are bad signs of a friendship!
b. **Caution!** These are warning signing on a friendship!
c. **GREEN** = Go! These are good signs in a friendship!

**Materials:** 3 color stoplights (red, yellow, green) and 15 friendship scenario cards

**Instructions:**
- Divide students into equal groups and share the Friendship Scenario Cards evenly among the groups
- Give each group the 3 color stoplights (red, yellow, green)
- Post the 3 stoplights on the board as well so is visible to all students and can refer to it during the discussion period
- Ask the students match the scenario cards they received with one of the stoplights

**Discussion:**
- Once the students are finished matching their scenario cards, discuss the choices that students made as a class
- You can ask each group to go up to the board with the scenario card and to place them under the appropriate stoplight
- Make sure all teams participate and all the scenario cards have been placed on the board by the end of the activity. Some questions to ask while doing this activity are:
  - d. *Why do you think this scenario goes here?*
  - e. *How would you feel if a friend behaved like this?*
ASSESSMENT: Learn to recognize examples of people who engage in negative behaviours that lead to unhealthy relationships.

Instructions:
- Pass out the “Unhealthy Peer Relationships” worksheet out to each student in the classroom.
- Say: *On this worksheet you have a description of someone who is not behaving as a good friend (left column), and on the other side you have the behaviour that they are engaging in (right column). What you have to do is match the person to the behaviour (by writing the letter in the appropriate line). Then we will discuss as class.*
- This activity can be done individually or in smaller groups as well

Discussion:
- When the students have finished completing the worksheet, come back as class in order to discuss the responses together.
- Answers: 1 (H), 2 (E), 3 (F), 4 (B), 5 (A), 6 (D), 7 (J), 8 (H), 9 (G), 10 (C)
- Some questions to ask the students are:
  1. Do these behaviours make you feel good or uncomfortable?
  2. Would you like to have relationships with people who engage in these behaviours?
  3. Why or why not?
  4. What could you do if you notice that a friend is acting in this way?
Name: __________________________

**Unhealthy Peer Relationships Worksheet**

*Match the person to the behaviour (by writing the letter in the appropriate line).*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The abuser</td>
<td></td>
</tr>
<tr>
<td>2. The distancer</td>
<td></td>
</tr>
<tr>
<td>3. The controller</td>
<td></td>
</tr>
<tr>
<td>4. The enabler</td>
<td></td>
</tr>
<tr>
<td>5. The people pleaser</td>
<td></td>
</tr>
<tr>
<td>6. The fixer</td>
<td></td>
</tr>
<tr>
<td>7. The promise breaker</td>
<td></td>
</tr>
<tr>
<td>8. The liar</td>
<td></td>
</tr>
<tr>
<td>9. The self-centered</td>
<td></td>
</tr>
<tr>
<td>10. The clinger</td>
<td></td>
</tr>
<tr>
<td>A. Continuously seeks approval from others.</td>
<td></td>
</tr>
<tr>
<td>B. Supports others harmful behaviours.</td>
<td></td>
</tr>
<tr>
<td>C. Needy and dependent.</td>
<td></td>
</tr>
<tr>
<td>D. Tries to fix other people’s problems.</td>
<td></td>
</tr>
<tr>
<td>E. Emotionally unavailable to others.</td>
<td></td>
</tr>
<tr>
<td>F. Possessive, jealous.</td>
<td></td>
</tr>
<tr>
<td>G. Only thinks about himself/herself.</td>
<td></td>
</tr>
<tr>
<td>H. A person who is abusive.</td>
<td></td>
</tr>
<tr>
<td>I. Does not tell the truth.</td>
<td></td>
</tr>
<tr>
<td>J. Is not reliable.</td>
<td></td>
</tr>
</tbody>
</table>
Friendship Stoplight Game

Print the following and provide groups the necessary materials for the activity.

STOP! These are bad signs in a friendship!
CAUTION! These are warning signs in a friendship!
GO! These are good signs in a friendship!
<table>
<thead>
<tr>
<th>You are afraid of your friend's temper.</th>
<th>Your friend criticises you or people you care about.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friend threatens to hurt you.</td>
<td>Your friend bullies and makes fun of other kids at school.</td>
</tr>
<tr>
<td>Your friend pressures you to do things you do not want to do.</td>
<td>You are nervous that if you tell your friend something personal, s/he will tell other people at school.</td>
</tr>
<tr>
<td>Your friend sometimes makes fun of you.</td>
<td>You rarely get to plan what the two of you will do together.</td>
</tr>
<tr>
<td>Your friend tells you not to hang out with certain people.</td>
<td>You enjoy being with this person, but you also enjoy spending time with other friends.</td>
</tr>
<tr>
<td>You usually feel happy when you are with this person.</td>
<td>Your friend respects your feelings and your opinions.</td>
</tr>
<tr>
<td>Your friend talks to you about his/her feelings.</td>
<td>Your friend is happy when good things happen to you.</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>You say that you agree with your friend, even though you really don't. You are afraid they won't be your friend anymore if you disagree.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended Books

Brian's Return
PAPERBACK BOOK
4.55 4.55
(/teachers/books/brian-s-return-by-gary-paulsen.html)

Mean Girls
HARDCOVER BOOK
13.49 13.00
(/teachers/books/mean-girls-a-novel-by-nicol-ostow.html)

Kindness and Ger
PAPERBACK BOOK
4.17 4.14
(/teachers/books/kindness-and-ger-it-starts-with-me-by-jodie-shi

Grades 6–8: Social Emotional Skills

By Tom Conklin (/teachers/authors/tom-conklin.html)

Help your students become socially-savvy through lessons on attitude, boundaries, and more.

Grades 6–8

Attitude Latitudes

Standard Met: McREL Behavioral Studies Standard 3
(Understands that interactions among learning, inheritance, and physical development affect human behavior)

What You Need: Three worksheets: Introvert or Extrovert, Optimist or Pessimist. X-Y graph (/content/dam/teachers/articles/migrated-plies-in-body/attitude-latitudes.pdf)

What to Do: Ask students what it means to have an attitude. Though they’ll likely think it’s a matter of having a good or a bad attitude, define attitude as one’s “readiness to act or react in a certain way.”

SEL Sources Learn more about social and emotional learning.

CASEL
The Collaborative for Academic, Social, and Emotional Learning’s website is a treasure trove of information on the topic.
casel.org (http://casel.org)

Emotional Intelligence: Why It Can Matter More Than IQ
by Daniel Goleman, $18.
Goleman’s best-seller helped the SEL movement gain momentum in the 1990s.

Social and Emotional Learning
Articles, videos, and in-depth info about SEL research and practice.
edutopia.org/social-emotional-learning
(http://edutopia.org/social-emotional-learning)
Have students describe how they act or react in different situations. Does their attitude change from situation to situation? Hand out the Introvert or Extrovert (/content/dam/teachers/articles/migrated-files-in-body/attitude_latitudes_3.pdf) and Optimist or Pessimist (/content/dam/teachers/articles/migrated-files-in-body/attitude_latitudes_2.pdf) worksheets for students to find out how they rank. Then, have them figure out their “attitude latitudes” on the third worksheet (an X-Y graph (/content/dam/teachers/articles/migrated-files-in-body/attitude_latitudes_1.pdf)). Students will graph their introversion/extroversion score on the horizontal axis and their optimism/pessimism score on the vertical axis to land in one of four quadrants. You might use fictional characters from a book or movie to symbolize each quadrant. (I’ve used characters from Shrek: You’re a “Donkey,” for instance, if you’re an extroverted optimist.) This will give students some insight into how they relate to other people and how they might harness their energies in the most socially beneficial way.

**Brain Freezers**

**Standard Met: McREL Behavioral Studies Standard 3**
(understands that interactions among learning, inheritance, and physical development affect human behavior)

**What You Need:** Worksheet and answer key (/content/dam/teachers/articles/migrated-files-in-body/brain_freeze.pdf)

**What to Do:** How often do your students think about their own thinking? Distribute the Brain Freezers worksheet (/content/dam/teachers/articles/migrated-files-in-body/brain_freeze_1.pdf). Have students work individually or in small groups to answer all of the riddles as quickly as possible. (You might set a time limit, such as 10 or 15 minutes.) When students are done, ask them which riddles were difficult and which were easy. (They will likely say that riddles in the first column were easier.) Invite students to share their answers. As they do so, write the most common responses on the board. After reviewing the answers and explanations using the supplied answer key (/content/dam/teachers/articles/migrated-files-in-body/brain_freeze_2.pdf), ask students if they have changed their minds about which riddles were easy. Elicit that the riddles in the first column seemed easy, but actually should have made them stop and think. Their wrong answers were the result of “fast thinking.” Conversely, the riddles in the second column seemed to require a lot of thought, when the solutions were actually simple: “slow thinking” likely bogged them down.

Use this activity as an opportunity to talk about times that “fast thinking” or “slow thinking” got them in trouble. “Fast thinking” can cause you to jump to conclusions, while “slow thinking” can make you dwell too much on problems.

**Setting Boundaries**

**Standard Met: McREL Behavioral Studies Standard 2**
(understands various meanings of social group, general implications of group membership, and different ways that groups function)

**What You Need:** Boundaries worksheet (/content/dam/teachers/articles/migrated-files-in-body/setting_boundaries.pdf)

**What to Do:** To most students, boundaries are the lines drawn between states or nations. Explain that boundaries also pertain to relationships—rules that tell us what we can and can’t do. Talk about the boundaries that apply in families, school, and society. Next, hand out the Boundaries worksheet (/content/dam/teachers/articles/migrated-files-in-body/setting_boundaries.pdf) and talk about the types of rules—rigid (hard-and-fast), clear (firm but appropriate), and fuzzy (inconsistent or nonexistent). Have students work in small groups to evaluate the boundaries listed on the worksheet to determine the type of boundary described in each. Review the answers as a class and discuss what life would be like without boundaries. Are they frustrating but important to
have? Work with students to create a list of classroom boundaries, organized by physical (respect one another’s space), behavioral (listen respectfully), and academic (turn in work on time).

What Sets You Off?

**Standard Met: McREL Behavioral Studies Standard 4**
(Understands conflict, cooperation, and interdependence among individuals, groups, and institutions)

**What You Need:** What Sets You Off? worksheet  
(`/content/dam/teachers/articles/migrated-files-in-body/what_sets_you_off.pdf`)

**What to Do:** Managing emotional responses is difficult for many adolescents, who are still developing neurologically—the emotional centers of the brain develop more rapidly than the executive centers.

Hand out the What Sets You Off?  
(`/content/dam/teachers/articles/migrated-files-in-body/what_sets_you_off.pdf`) worksheet. Have students recall a time when they got really angry and then write down “just the facts” about the incident. Students should detail three different experiences on the worksheet. Then, challenge them to look for patterns as to what sets them off. Have they gotten angry at least twice over the same situation or with the same person? This can reveal that certain people or behaviors (e.g., teasing) act as triggers for them. Likewise, it will help identify “danger zones” for confrontations (the locker room, for instance). When you debrief students’ experiences, focus on the suggestion “Don’t react! Respond.” Discuss the difference (reaction is knee-jerk, while response is something you do after careful thought) and how a response might have de-escalated an encounter.

Resolving Conflicts

**Standard Met: McREL Behavioral Studies Standard 4**
(Understands conflict, cooperation, and interdependence among individuals, groups, and institutions)

**What You Need:** Two worksheets: What’s Their Attitude? Part I and Part II  
(`/content/dam/teachers/articles/migrated-files-in-body/resolving_conlicts.pdf`)

**What to Do:** Introduce students to four communication styles: assertive (standing up for yourself and respecting others), passive (doing anything to avoid conflict), aggressive (standing up for yourself and not caring who gets hurt), and passive-aggressive (secretly angry). Give examples of these styles using characters from a book you’ve recently read in class.

Hand out the first worksheet, What’s Their Attitude? Part I  
(`/content/dam/teachers/articles/migrated-files-in-body/resolving_conlicts1.pdf`), to learn how these different styles play out in conflicts. Then, create a fictional disagreement, inviting student volunteers to role-play it. Dissect the conflict by identifying who was involved, what each person wanted, how the individuals communicated what they wanted, and if it was resolved, including who “won.” Talk about the different communication styles each actor exhibited.

To wrap up, have students complete the questions at the bottom of the worksheet and on the second worksheet (What’s Their Attitude? Part II  
(`/content/dam/teachers/articles/migrated-files-in-body/resolving_conlicts2.pdf`)) to anticipate how they might best act during a conflict. Refer back to these win-win solutions the next time a disagreement occurs in class.

Adapted from *Social & Emotional Learning: Essential Lessons for Student Success*. 
Introvert or Extravert?

TRUE or FALSE

Write T (True) or F (False) next to the following statements.

1. Some people might say I’m boring. ______
2. If you have a problem with me, tell me to my face. ______
3. I work well as part of a team. ______
4. I speak before I think. ______
5. People tire me out. ______
6. I almost never pick up when my cell phone rings. ______
7. I make people laugh. ______
8. I can text, play a video game, and help my brother with his homework—at the same time. ______
9. My dream weekend? Just kicking back, with nothing at all to do. ______
10. I’d rather hang out with one friend than go to the mall with a group. ______
11. I hate it when people look over my shoulder when I’m doing something. ______
12. I hate writing in a journal. ______
13. I hate to be alone. ______
14. I am going to be rich and famous. Seriously. ______
15. I don’t say much unless I really know you. ______
16. I’m a good listener. ______
17. When it’s my birthday, please don’t make a big deal out if it. ______
18. I really, really do not like homework. ______
19. I focus on one task at a time. ______
20. I’m a thrill-seeker. ______

HOW TO SCORE THE SURVEY

• Give yourself 1 point each time you answered True for:
  2, 3, 4, 7, 8, 12, 13, 14, 18, 20. Add up those points. This is your E score.
  E = ______

• Next, give yourself 1 point each time you answered True for:
  1, 5, 6, 9, 10, 11, 15, 16, 17, 19. Add up those points. This is your I score.
  I = ______

• Subtract your I score from your E score. (The answer may be a negative number.) Then circle your answer on the number line below:

Introvert    Ambivert    Extravert

-10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10

ARE YOU AN INTROVERT?

You are energized by being alone.
You think before you speak.
You put up with social situations.
You like to think things through.

Being an introvert is NOT necessarily the same as being "shy."

ARE YOU AN EXTROVERT?

You are energized by other people.
You “shoot from the hip.”
You enjoy social situations.
You like to talk things out.

Being an extravert is NOT necessarily the same as being “hyper.”
Optimist or Pessimist?

Read each statement. Circle the number that reflects how well the statement describes you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>No way!</th>
<th>That’s me!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Things usually turn out for the best for me.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. It’s easy for me to relax.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. If something can go wrong, it will!</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. My future’s so bright, I’ve got to wear shades.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. I enjoy my friends a lot.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. I always keep busy.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. I hardly ever count on things going my way.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. It doesn’t take much to get me angry.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. I do not get my hopes up.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10. When all is said and done, I expect more good things to happen to</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>me than bad things to happen.</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

HOW TO SCORE THE SURVEY

* Cross out questions 2, 5, 6, and 8. They are fillers.

* Add up the answers to questions 1, 4, and 10. This is your O score. \( O = \) ________

* Add up the answers to questions 3, 7, and 9. This is your P score. \( P = \) ________

* Subtract your P score from your O score. *(The answer may be a negative number.)* Then circle your answer on the number line below:

Pessimist

Optimist

WHAT’S YOUR ATTITUDE? ____________________________
What's Your Attitude Latitude?

FIONA
"I just want to live happily ever after."

OPTIMIST
+10

DONKEY
"I'm making waffles!"

INTROVERT
-10

PESSIMIST
-10

SHREK
"I like my privacy."

EXTRAVERT
+10

PUSS IN BOOTS
"Fear me, if you dare!"

TIP
For added support, you might use fictional characters to symbolize each of the four "attitude latitudes." I've used characters from the movie Shrek. (You can pick others that your students might find appealing from other sources, such as the Harry Potter or Hunger Games series.) On my graph, a student who scored -4 on Worksheet 2 and +3 on Worksheet 3 would be placed near the middle of the "Fiona" quadrant.

Once the graph is complete, students will see how they relate to each other according to their optimism/pessimism and introversion/extraversion traits. Use this information when having students work in teams throughout the school year—you might not want your "Donkeys" teaming up all of the time, and you should be aware that some "Shreks" will need to be prodded into working with their more outgoing peers. Collaborating with fellow students who do not share their attitudes offers young teens great opportunities to develop their social skills.
## Worksheet • 5

### Brain Freezers

How fast can you answer these riddles?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A video game console and one video game together cost $110. The game console costs $100 more than the video game. How much does the video game cost?</td>
<td>5. A horse meets a priest, who then disappears. Where does this take place?</td>
</tr>
<tr>
<td>2. It takes 5 machines 5 minutes to make 5 widgets. How long does it take 100 machines to make 100 widgets?</td>
<td>6. What is one common question that you can never honestly answer “yes”?</td>
</tr>
<tr>
<td>3. How many of each type of animal did Moses take on the ark?</td>
<td>7. A police officer saw a truck driver going the wrong way down a one-way street. The officer did nothing when he saw this. Why not?</td>
</tr>
<tr>
<td>4. Your mother has three children: April, May, and... what's the third child's name?</td>
<td>8. A man is pushing his car and stops in front of a hotel. He then realizes that he is bankrupt. Why?</td>
</tr>
</tbody>
</table>
COLUMNS 1

1. **Answer:** $5. Most students will quickly provide the intuitive answer: $10. But it’s wrong. If the game cost $10, then the console cost $10 + $110, or $120. The correct response is $5 ($5 + $105 = $110). If your students got the wrong answer, tell them they are in good company. More than half the students at prestigious universities like Harvard, MIT, and Princeton come up with the same wrong answer (Kahneman, 2011, p. 45).

2. **Answer:** 5 minutes. Most students will answer 100 minutes. Point out that the rate stays the same, regardless of the number of machines at work.

3. **Answer:** None, since Noah built the ark. Note: This riddle is so common in psychological studies that the effect it illustrates is called “The Moses Illusion” (Kahneman, 2011, p. 73).

4. **Answer:** The student’s name. This is a variation of the Moses Illusion mentioned above, in which the context primes a quick response that happens to be wrong. Be prepared for an avalanche of “June” responses.

COLUMNS 2

5. **Answer:** A chessboard. Unlike “Moses Illusion” riddles, students are challenged here to provide a context for the action. They will wrack their brains and usually guess “a fairy tale,” or “Middle Earth,” or some variation of a fantasy story. The actual solution is both simple and prosaic.

6. **Answer:** “Are you asleep yet?” Students will attack this challenge, assuming that there are any number of possible answers. There are not, and you will probably get a wide variety of unsatisfying answers that students know are wrong but will share anyway.

7. **Answer:** The truck driver was walking, not driving. Riddles such as this illustrate how we work to come up with overly complicated narratives to explain evidence. With this riddle, expect your students to come up with elaborate stories to explain why a police officer would be so careless, such as the driver was rushing to the hospital, or was friends with the police officer. (One boy I worked with suggested that the two of them were accomplices in a bank robbery!)

8. **Answer:** The man was playing Monopoly. Like the previous riddle, this one will spur all kinds of imaginative stories to explain the situation. The simple solution will provide a real “ah-ha!” moment to your students.
Brain Freezers

How fast can you answer these riddles?

1. A video game console and one video game together cost $110. The game console costs $100 more than the video game. How much does the video game cost?

2. It takes 5 machines 5 minutes to make 5 widgets. How long does it take 100 machines to make 100 widgets?

3. How many of each type of animal did Moses take on the ark?

4. Your mother has three children: April, May, and . . . what’s the third child’s name?

5. A horse meets a priest, who then disappears. Where does this take place?

6. What is one common question that you can never honestly answer “yes”?

7. A police officer saw a truck driver going the wrong way down a one-way street. The officer did nothing when he saw this. Why not?

8. A man is pushing his car and stops in front of a hotel. He then realizes that he is bankrupt. Why?
COLUMNS

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## Boundaries

Boundaries are rules that tell us what we can and can’t do. There are three basic kinds of boundaries.

<table>
<thead>
<tr>
<th>RIGID:</th>
<th>CLEAR:</th>
<th>FUZZY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are strict and do not change. You might not know why these rules are rules . . . but you do know that you have to follow them!</td>
<td>You understand these rules. Clear boundaries can change, too. Some things that were “out of bounds” when you were younger might be okay now.</td>
<td>These are “rules” that aren’t really rules at all. A fuzzy boundary might be one that says that anything goes. Or it might be a rule that is strict one day, but totally ignored the next day.</td>
</tr>
</tbody>
</table>

Here are examples of boundaries. Write R (Rigid), C (Clear), or F (Fuzzy) next to each boundary.

- __“Beware of Dog!”__
- __“You kids stay off my lawn!”__
- __“Do unto others as you would have them do unto you.”__
- __“Mi casa es su casa.”__
- __“Your curfew is 9:00 p.m. sharp!”__
- __“Good fences make good neighbors.”__
- __“This movie is rated PG-13. Parents are strongly cautioned. Some material may not be suitable for children under 13.”__
- __“I’m not going steady with anyone until high school, at the earliest.”__
- __“YOLO!” (You only live once.)__
- __“You must be this tall to ride the roller coaster.”__
- __“The more the merrier!”__
- __“Keep Out!”__
- __“You can have the Internet password after you have done your homework and cleaned your room.”__
- __“Any friend of yours is a friend of mine.”__

What are your boundaries? ______________________________________________________________________

__________________________________________________________________________________________

Does your family have any boundaries? ______ Who sets them? ______________________________________

What kind of boundaries do you find most frustrating—rigid, clear, or fuzzy? Why? ____________________________

__________________________________________________________________________________________
What Sets You Off?

Think of times that you have been angry. Really, really angry. Fill in the blanks for each anger incident you remember well.

WHERE did it happen? ___________________________ WHEN did it happen? ___________________________

WHO made you angry? ___________________________

WHAT did that person do to set you off? ___________________________

HOW did you display your anger? ___________________________

WHERE did it happen? ___________________________ WHEN did it happen? ___________________________

WHO made you angry? ___________________________

WHAT did that person do to set you off? ___________________________

HOW did you display your anger? ___________________________

WHERE did it happen? ___________________________ WHEN did it happen? ___________________________

WHO made you angry? ___________________________

WHAT did that person do to set you off? ___________________________

HOW did you display your anger? ___________________________

Do you see a pattern? How can you change the pattern? ___________________________
Conflict Resolution (Part I)

Everyone gets into conflicts. It happens when you want something, and another person wants something else. How well can you resolve a conflict? Your attitude has a lot to do with it.

Here are four types of attitudes and how they each resolve conflicts.

**Aggressive**
I WIN/YOU LOSE
Never give in.
It’s not enough that you win, the other person has to lose.

**Passive**
YOU WIN/I LOSE
Always give in.
To keep the peace, you ignore your own needs.

---

**Passive-Aggressive**
I LOSE/YOU LOSE
Usually give in, but figure out a way to sabotage the other person.
You don’t really care if you win, as long as the other person loses, too.

**Assertive**
I WIN/YOU WIN
Compromise in order to get most of what you want.
You stand up for yourself, but you want the other person to be satisfied, too.

---

A. Which of these attitudes is best for resolving conflicts so that they stay resolved? Why?

B. Which of these attitudes is the hardest to deal with? Why?

C. Which attitude is the hardest one to keep if you are in a conflict? Why?
Conflict Resolution (Part II)

Here are some typical conflicts people have. See if you can find a win/win solution for each one. Write your solution or jot down some notes on this page.

1. George has been playing a video game for ten minutes and is in the middle of a challenging level. Ashley comes in and says that she has to leave for the dentist in a half hour. She's nervous and wants to relax by playing a dance game on the game system.

2. Kelly is studying for a huge set of tests later in the week. Her little sister has the bedroom next to hers and is listening to annoying music at top volume on her stereo.

3. Morgan’s daily chore is to do the dishes after dinner each night. She just learned that she has a part in the school play and will have to rehearse at night, right after dinner. Morgan’s mother works hard all day and is too tired to do the dishes. Morgan really wants to be in the school play.

4. Jenesis spends the hours after school at the library because her mother works. Some older girls from Jenesis’s school hang out outside the library smoking cigarettes. When Jenesis refuses to join them, they begin to tease her. Jenesis doesn’t want to go to the library anymore because of them, but her mom wants her to stay there, since the library is a safe place.

5. Austin’s best friend, Pete, is going through a hard time. His parents have split up, and Pete has been doing poorly in school. He was suspended twice for acting up in class. Austin wants to be there for his friend and asks his parents for permission to have Pete come to their house for a sleepover. Austin’s mom is okay with the plan, but his dad refuses, saying that Pete is a bad influence.