

Getting Along Together

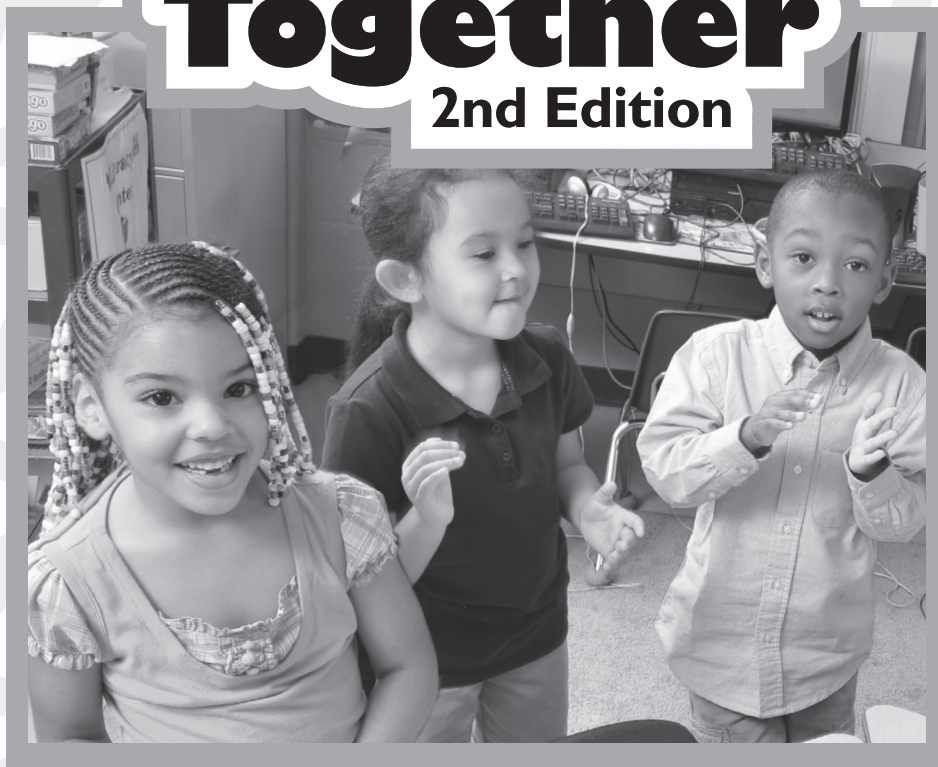
2nd Edition

A cartoon illustration of a penguin and a bear. The penguin is on the left, wearing a blue and white striped scarf and a yellow tie. The bear is on the right, wearing a pink bow in her hair. They are both smiling and looking towards the viewer.

Kindergarten
Teacher's Manual

Getting Along Together

2nd Edition



Kindergarten Teacher's Manual

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

Getting Along Together 2nd Edition Kindergarten Teacher's Manual

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Produced by the Getting Along Together 2nd Edition Team

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

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The Success for All Foundation grants permission to reproduce the blackline masters of this teacher's manual on an as-needed basis for classroom use.



A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Table of Contents

Teacher Program Prep Guidelines	1
Unit 1: Getting Started	5
Lesson 1: Building Our Classroom Community	7
Lesson 2: Meeting Chilly	17
Lesson 3: Being a Cool Kid	21
Lesson 4: First Class Council	25
Unit 2: Learning to Listen	27
Lesson 1: The Importance of Listening	29
Weekly Class Council Meeting Guide	33
Lesson 2: Active-Listening Posture	35
Weekly Class Council Meeting Guide	43
Lesson 3: Focus	45
Weekly Class Council Meeting Guide	49
Lesson 4: Focus on Listening	51
Weekly Class Council Meeting Guide	55
Lesson 5: Say It Back	57
Weekly Class Council Meeting Guide	59
Lesson 6: Remembering to Remember	61
Weekly Class Council Meeting Guide	65
Lesson 7: Putting It All Together	67
Weekly Class Council Meeting Guide	71

Unit 3: Feelings	73
Lesson 1: We All Have Feelings.....	75
Weekly Class Council Meeting Guide	79
Lesson 2: The Feelings Tree.....	81
Weekly Class Council Meeting Guide	85
Lesson 3: “I” Messages	87
Weekly Class Council Meeting Guide	91
Lesson 4: The Feelings Thermometer.....	93
Weekly Class Council Meeting Guide	97
Lesson 5: The Feelings Thermometer: Angry.....	99
Weekly Class Council Meeting Guide	105
Lesson 6: Stop and Stay Cool.....	107
Weekly Class Council Meeting Guide	111

Unit 4: Solving Conflicts Together	113
Lesson 1: Win-Win Solutions to Conflict	115
Weekly Class Council Meeting Guide	119
Lesson 2: Taking Turns Together	121
Weekly Class Council Meeting Guide	123
Lesson 3: Waiting Can Be Hard	125
Weekly Class Council Meeting Guide	129
Lesson 4: Share, Share Alike	131
Weekly Class Council Meeting Guide	135
Lesson 5: Share, Share Alike, Part 2	137
Weekly Class Council Meeting Guide	141
Lesson 6: I'm Sorry.	143
Weekly Class Council Meeting Guide	147
Lesson 7: Brain Game: Stop and Think.	149
Weekly Class Council Meeting Guide	153
Lesson 8: The Peace Path, Part 1	155
Weekly Class Council Meeting Guide	159
Lesson 9: The Peace Path, Part 2	161
Weekly Class Council Meeting Guide	165
Lesson 10: Putting It All Together: The Peace Path.	167
Weekly Class Council Meeting Guide	171
Lesson 11: What Have We Learned?	173
Weekly Class Council Meeting Guide	179

Kindergarten: Getting Along Together

Teacher Program

Prep Guidelines

Checklist of SFAF-provided GAT materials per classroom:

GAT 2nd Edition Start-Up Kit	Grade-Level Specific Teacher Kit
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Getting Along Together 2nd Edition Teacher's Guide</i> <input type="checkbox"/> Brain Game Cards - G1–3 <input type="checkbox"/> Timer <input type="checkbox"/> Craft sticks <input type="checkbox"/> Plastic chips <input type="checkbox"/> GAT paper puppets <input type="checkbox"/> GAT Poster Set <ul style="list-style-type: none"> Stop and Stay Cool steps Train Your Brain! poster Active Listening poster <input type="checkbox"/> Peace Path poster <input type="checkbox"/> The Feelings Thermometer poster <input type="checkbox"/> The Feelings Tree poster <input type="checkbox"/> Cool Kid certificates (75 pack) <input type="checkbox"/> Chilly puppet 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Getting Along Together 2nd Edition Teacher's Manual</i> for kindergarten <input type="checkbox"/> Getting Along Together 2nd Edition videos. Note: These are located on the SFAF Online Resources <input type="checkbox"/> GAT2 Teacher/Team/Student blackline masters for kindergarten Note: These are also available on the SFAF Online Resources. <input type="checkbox"/> GAT2 Kindergarten Trade Books <ul style="list-style-type: none"> <i>Listen, Buddy</i> <i>The Little Red Hen</i> <i>How Are You Peeling?</i> <i>I Was So Mad</i> <i>The Grouchy Ladybug</i> <i>Waiting Is Not Easy!</i> <i>Peter's Chair</i>

Classroom Setup Prior to Unit 1

1. Divide the students into teams of four. Use techniques described in the *Getting Along Together 2nd Edition Teacher's Guide* to organize your teams in preparation for unit 1, lesson 1. Arrange desks/tables to accommodate team setup. Determine partners on each team.

2. Prepare a Getting Along Together bulletin board:
 - Create permanent headings for the Chilly Challenge, the Cool Kid, the Brain Game, the Big Q, and the Class Council goal; be prepared to post the appropriate information under each heading.
3. Keep craft sticks on hand for all GAT lessons:
 - 1 per team as the talking stick
 - 1 for each student in the class (Write each student's name on a stick, and then place those sticks in a permanent container. You will randomly draw the Cool Kid's name from this container.)
 - 1 for each GAT puppet card (Attach a craft stick to the back of each GAT puppet card as a handle, and then place one set of five puppets in a bag for each team.)
 - additional craft sticks for other purposes
4. Have Cool Kid certificates ready to fill out and distribute.
5. Have colored chips on hand for awarding Chilly Chips and for Brain Games.
6. Chilly puppet: Designate a spot in your classroom for Chilly, possibly in the Thinking Spot. See the *Getting Along Together 2nd Edition Teacher's Guide* for suggestions about how Chilly can be used in the classroom.
7. Thinking Spot: Designate a quiet area in your classroom. Have a bin or a basket with the following materials: timer, 8.5 x 11 inch versions of the Peace Path and Stop and Stay Cool Steps (see the BLM) ideally placed in protective plastic, and the Chilly puppet. Try to hang the large posters of the Peace Path and Stop and Stay Cool Steps as close to the Thinking Spot as possible.

General GAT Concepts/Routines

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

- **Lessons:** Lessons are located in the teacher's manual. As you implement GAT, please use your discretion in terms of time, wording, examples given, scenarios, etc. because you know your class best. If lessons need to be shortened, do not omit Teamwork. However, lessons can be taught in two parts—half the lesson one week and the other half the next, or you can divide the lesson into two separate days during the week. Feel free to adapt to meet the needs of your class.
- **Cool Kid:** Each GAT lesson will include choosing a Cool Kid and posting his or her name. One Cool Kid will be chosen each week, ideally on the Monday that the GAT lesson is taught. At the end of each day, model a meaningful compliment, and then have the class give three meaningful compliments to the Cool Kid. Jot down the compliments given. On the last day of that week, choose three especially meaningful compliments to write on the Cool Kid certificate. Present the certificate to the Cool Kid at the end of Class Council. During the year, expand Cool Kid jobs (e.g., special role during the lesson, choosing the Brain Game, leading Class Council). **Note:** If the students have more than three compliments to share, let them know that they can personally do this at any time.

- **Chilly Challenge:** Each GAT lesson will include a behavior for the students to demonstrate at any time during the week. This can be a schoolwide behavior that the entire school works on simultaneously, and the behavior can be observed by any staff member. Provide Chilly Chips for good examples of the Chilly Challenge behavior.
- **Brain Games:** Games should be played often, at any time during the day. These games emphasize three cognitive-regulation skills: attention control (focus); response inhibition (stop and think); and memory (remember).
- **The Big Q:** The Big Q occurs at the end of every lesson as a way to summarize the key point of the lesson. Teams should huddle together to discuss the question and then randomly report out answers. Teachers can award Chilly Chips for each thoughtful response.
- **Teams and Partnerships:** Keep the students in GAT teams as much as possible throughout the day. Teams should be reorganized every nine weeks.
- **Chilly Chips:** Partners and teams earn chips for answering the Big Q and for doing the Chilly Challenge behavior throughout the day.

These points can be tallied during the day and then totaled at the end of the week to meet the Class Council goal, or the chips can be placed in a jar and celebrated when the jar is full.

- **The Peace Path:** The Peace Path poster should be posted (preferably near the Thinking Spot) and a smaller paper version should be placed in the Thinking Spot materials basket. The students should use the Peace Path, as needed, to resolve conflicts.
- **Class Council:** Class Council occurs on the last day of each week. These weekly meetings are to reflect on the week, establish a new goal for the following week, and celebrate team success. The Cool Kid certificate is also awarded.
- **Schedule:** Lessons are once a week.
- **Parent Peek:** In the first lesson of each unit, the students will be given a Parent Peek to take home, which outlines the main ideas that will be taught during the unit and specific ways to support this learning at home.

Icon Guide for GAT



Chart or list information as indicated in the lesson.



The students will use the Peace Path.



Play the video that is designated for that lesson.



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



A win-win solution is illustrated or indicated.

Unit 1: **Getting Started**

UNIT OVERVIEW

Unit Focus

In this unit, students will be introduced to the Getting Along Together program and routines. Various aspects of the GAT program, such as selecting a Cool Kid, participating in the Chilly Challenge, and earning Chilly Chip rewards for implementing GAT behaviors, will be introduced in this unit. In addition, students will learn the overall goals of the Getting Along Together program—teaching students how to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success!

This unit's instruction emphasizes building effective partnerships and teams. The students will review team cooperation goals—those skills necessary for good partner work and teamwork. Also, students will be introduced to a regular weekly Class Council meeting in which they review their class goals and celebrate their successes.

Unit Outcomes

Students will:

- participate as active and successful members of a team and class;
- understand classroom expectations and appropriate classroom behaviors; and
- formulate a simple plan of future action (goal setting).

Building Our Classroom Community



Key Point of the Lesson: Students will identify two ways to create a caring community: listen and help and encourage others.

ADVANCE PREPARATION

- Put desks in clusters of four. (Depending on class size, some clusters may have five desks.)
- Make team animal cards, and place a different animal on each cluster of desks.
- Make individual student animal cards. There should be four or five student cards of each animal depending on the number of desks in each cluster.
- Have paper and crayons ready for all teams to use.
- Post the Team Cooperation Goals sheet in the classroom.

Agenda

Active Instruction

- Introduce the Getting Along Together program.
- Introduce the team cooperation goals: practice active listening and help and encourage others.*

Teamwork

- Students will find their teams by using the animal cards.
- Students will create a picture of one way that they can help and encourage their partners and teams.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter.

*Practice active listening and help and encourage others are the only team cooperation goals explicitly taught in kindergarten. Introduce others during class as appropriate.

Active Instruction

10 minutes

1. Explain to students that they will work together in partnerships and teams this year to create a caring classroom community and to learn Getting Along Together skills. Several times a week, students will work together to learn Getting Along Together skills and to be caring members of their classroom.



TP-S: If students are not familiar with Think-Pair-Share, explain and break down the process. Be sure to have students stop and think, talk to their partners, and then be prepared to share their ideas with the class if they are called on.

2. Have students sit in front of the room. Ask students:

What can we do to show our classmates that we care about them and what they say and do in school? Answers will vary.

Those are good answers. We will do two things at the beginning of the year to create a caring classroom. We will practice listening and learn to help and encourage others. What do we mean by help and encourage others? What are some ways we can do that? *Tell someone that he or she did a good job, cheer one another on, help students if they have a question or they need something, etc.*

3. Show students the Team Cooperation Goals sheet, and point out those two goals.

Teamwork

8 minutes

Now let's get started by getting to know one another.

1. Give each child an animal card. There should be four or five cards for each animal. Adjust the number of animal cards according to the number of teams. You may need to create some five-member teams if your classroom does not divide evenly by four. If so, copy an extra animal card for those teams.
2. Desks should be arranged in sets of four, and a different animal team card should be placed on each group of four (or five) desks.
3. Have students circulate around the classroom and find the group of desks that matches their animal cards. Have students sit at the matching cluster of desks.
4. Once students are seated, have each student find a partner at the team's table.
5. Tell students that when you need their attention, you will use the Zero Noise Signal. Model the Zero Noise Signal. (Raise one hand, and place the other hand on your lips.) When students see the Zero Noise Signal, they should stop talking and look at you.
6. Practice the Zero Noise Signal several times with students.
7. Have partners introduce themselves to each other and share their favorite flavor of ice cream.
8. Use the Zero Noise Signal to get the class's attention when students have completed their introductions.
9. Have students introduce their partners to the rest of their team.
10. Use the Zero Noise Signal to get students' attention when they are done.
11. Hand out crayons and paper. Have each student make a picture of one way he or she can help and encourage his or her partner. Students should sign their pictures when they have finished.
12. Hand out one folder per team. Have students put their pictures in the team folder. Collect the folders when you are done so you can reuse them for every GAT lesson.

If students would have difficulty selecting a partner, have students either number off by ones and twos, or have them number off as either peanut butter or jelly. Each partnership needs either a peanut butter and a jelly partner or a one and two as partners. If a team has five members, assign the extra child to one of the partnerships.

Reflection

2 minutes



The Big Q:

At the end of each Getting Along Together session, I will ask a question called the Big Q. Talk to your partner, and see if you can answer today's question. What are two ways we can be a caring classroom?

Listen and help and encourage others.

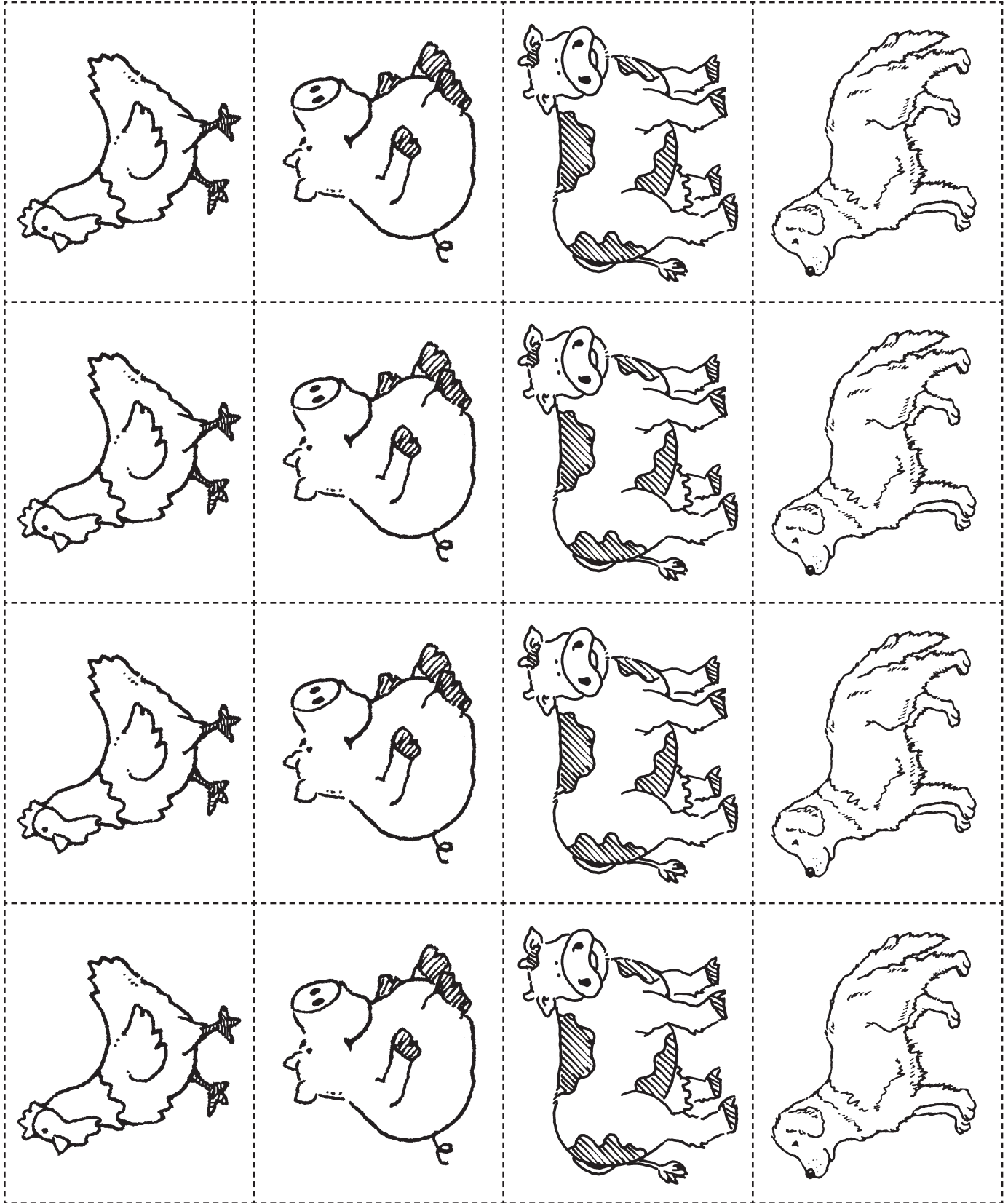
Home Connections

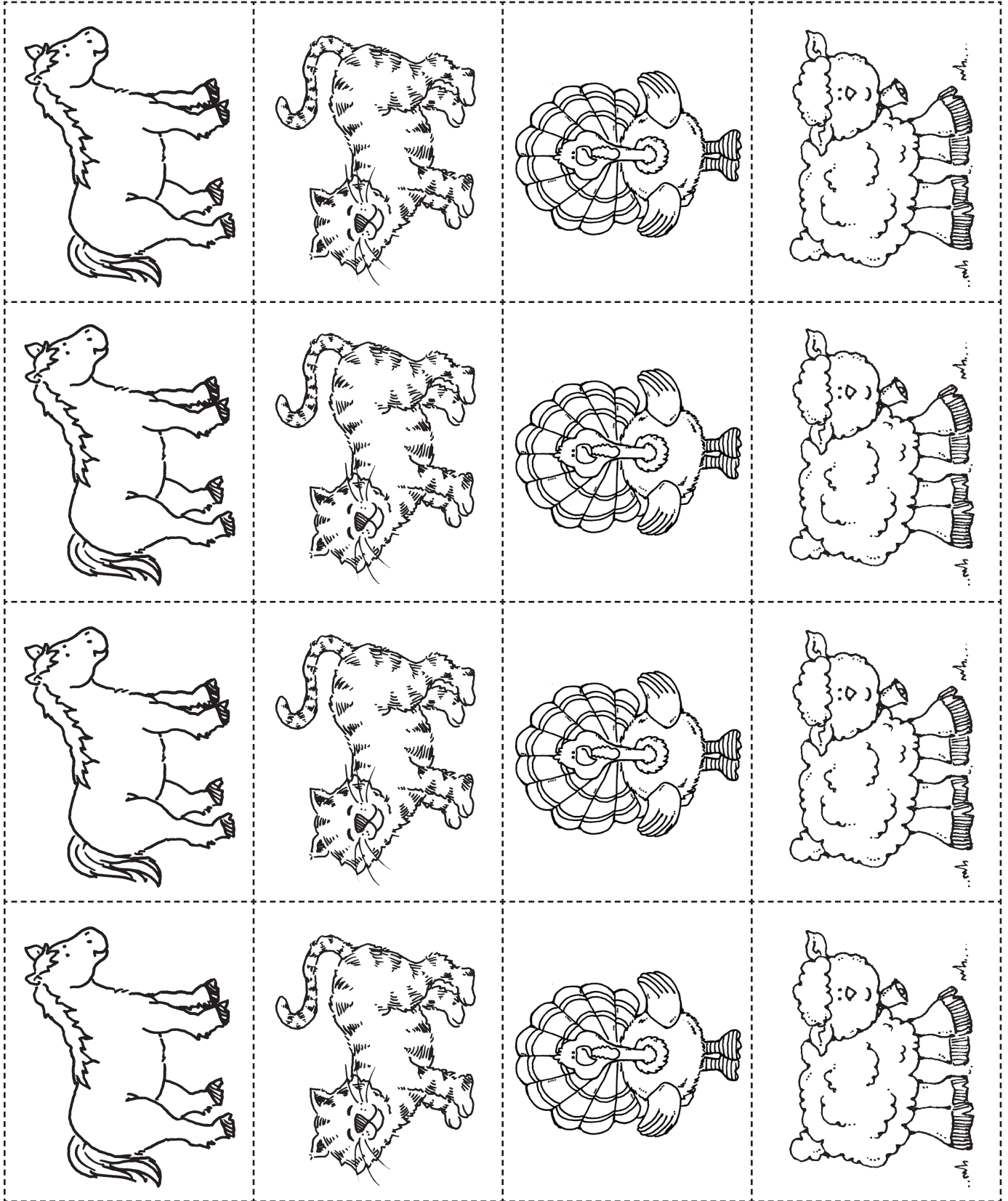
Pass out a Parent Peek letter to each student to bring home to his or her family.

Extend and Connect

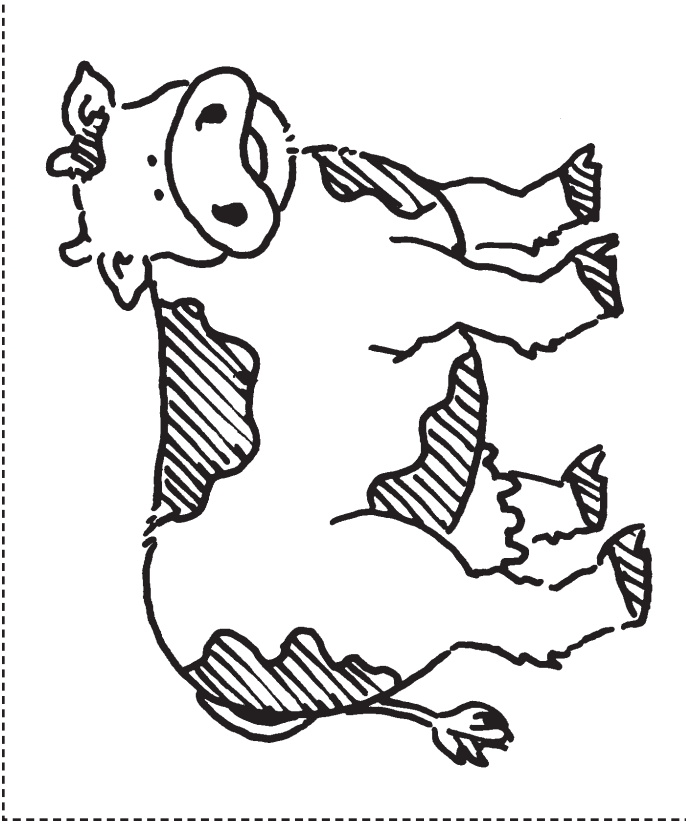
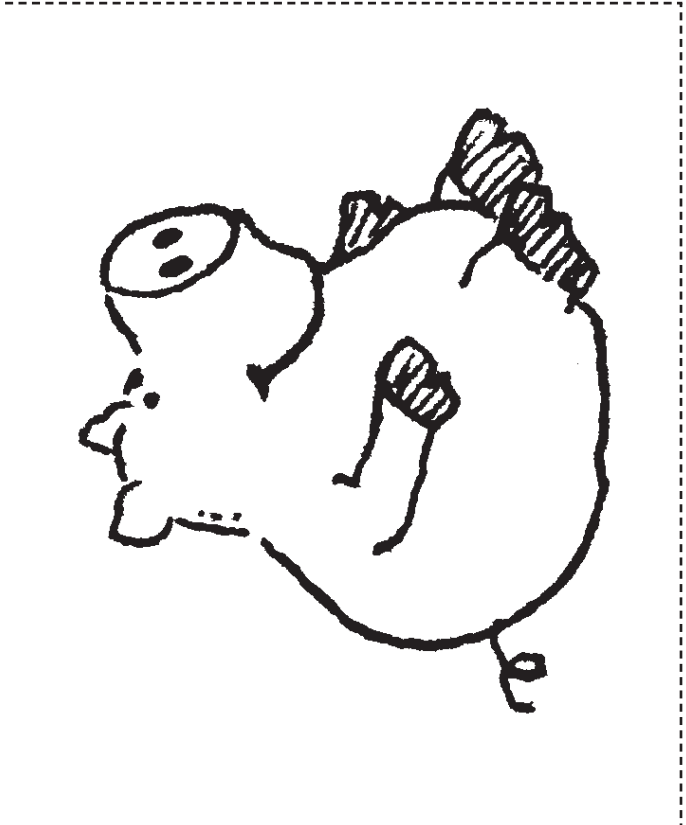
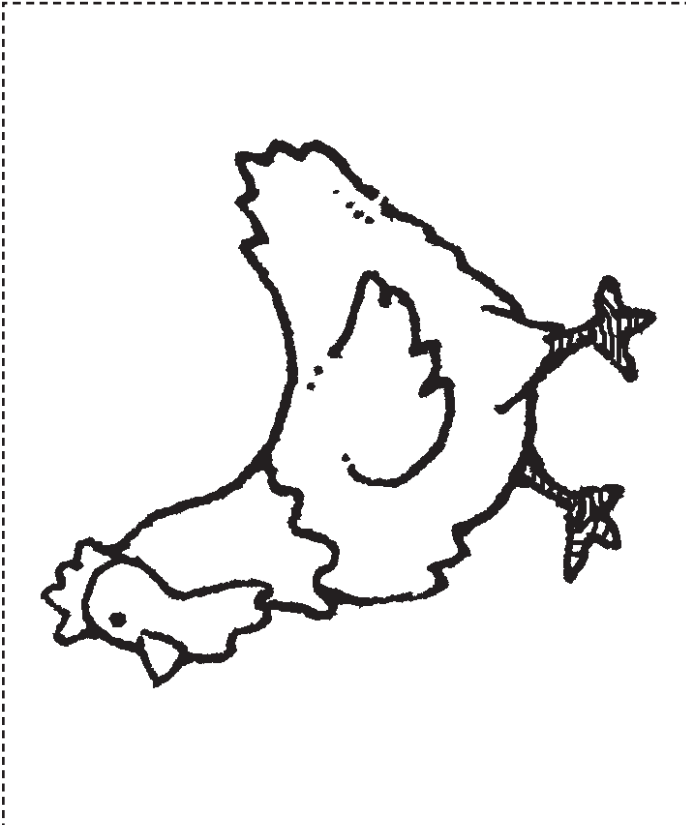
- When reading stories to students, ask about ways in which a story's characters helped and encouraged one another.
- Use the Zero Noise Signal throughout the day.

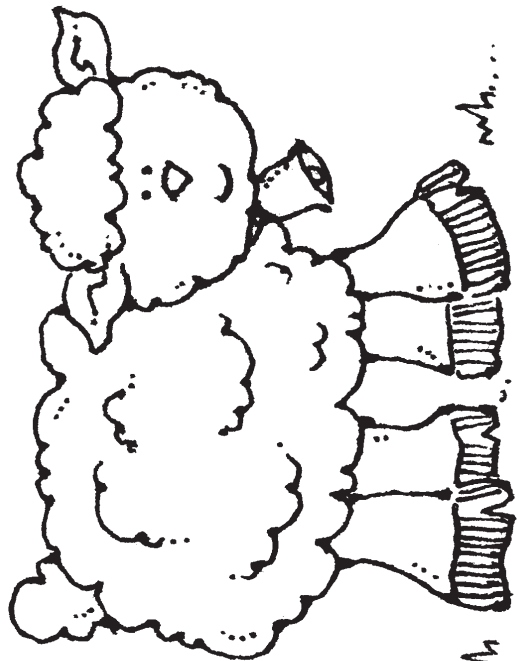
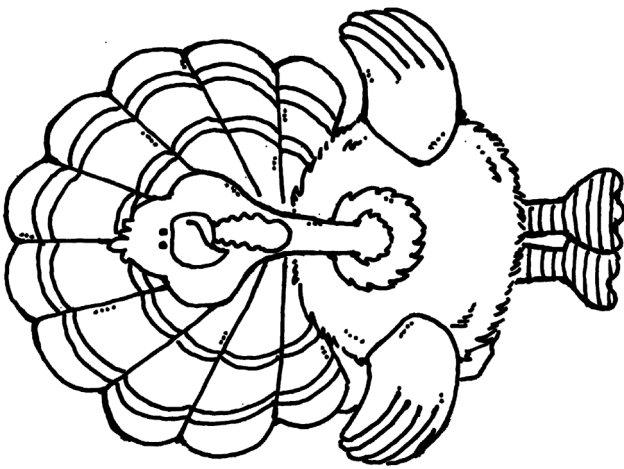
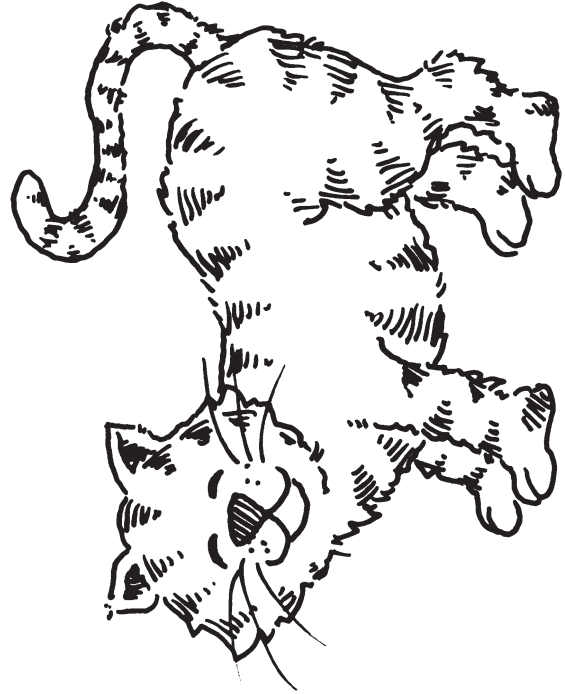
Find Your Team Cards





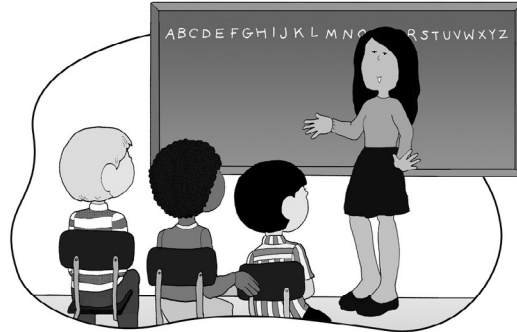
Cards to Label Team's Table





Team Cooperation Goals

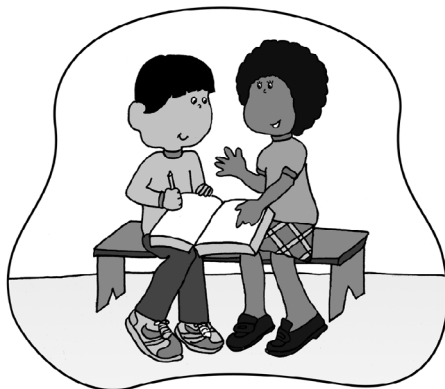
**Practice Active
Listening**



**Explain Your Ideas/
Tell Why**



**Everyone
Participates**



**Help and
Encourage Others**

**Complete
Tasks**





Parent Peek Letter

Dear Parent or Family Member,

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

Your child will learn teamwork skills and how to identify and express feelings appropriately while also learning to resolve conflicts in a positive manner.

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

Finally, students will also participate in a weekly class meeting called a Class Council. This is a time to celebrate class successes and set goals for further improvement.

Please ask your child about his or her GAT lessons. We hope your child will be excited to share what he or she has learned! We will send home a Parent Peek letter with every new unit that we study this year. We hope you enjoy hearing about the program!

Sincerely,

Your Kindergarten Teacher

Meeting Chilly

Getting Along Together Routines

Chilly Challenge: Award points for helping and encouraging others as often as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Throughout the year, we will learn ways to get along together by reading books and watching videos about Chilly the penguin and his friends. The Chilly puppet will announce our Cool Kid and the Chilly Challenge for the week. Chilly also gives Chilly Chips to partners who successfully complete the Chilly Challenge.

ADVANCE PREPARATION

- Access the Chilly and Friends video on the SFAF Online Resources. Have the Chilly puppet available.

Agenda

Active Instruction

- Review the team cooperation goals from the previous lesson.
- Introduce the Chilly puppet, and show the Chilly and Friends video.
- Introduce the Chilly Challenge and Chilly Chips. This week's challenge is responding quickly to the Zero Noise Signal.

Teamwork

- Practice the Zero Noise Signal.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

What two Getting Along Together skills did we talk about in our last lesson? *Listen and help and encourage others.*

We have a friend named Chilly whom we will get to know very well during our lessons.

1. Show the Chilly puppet.

Chilly is a busy little penguin who lived near the South Pole, but something happened to Chilly, and he ended up in a brand-new place. Let's learn what happened to Chilly.

- Show the Home Link video about Chilly.
- Debrief the video by asking the following questions:

What happened to Chilly? *He got blown out to sea in a storm and ended up far away in a big forest.* Debrief by taking a few partner responses.

How did Chilly feel when he landed in the forest? *Scared, confused.*

Whom did he meet in the forest? *He met the owl, Owlivia; the bear, Betty; the beaver, Buster; and Dilly, the armadillo.*

Chilly landed in a brand-new place, and he needed to learn many things to get along with all of his new friends. This year Chilly will help us learn all those skills that he had to learn.

Chilly will help us work on our Getting Along Together skills. Each week, Chilly will give us a Chilly Challenge, or one skill that he would like to have all partners practice. If I see a partnership practicing the Chilly Challenge, I will put a Chilly Chip in this bowl. When the bowl is full, we will celebrate and have a special class treat. I hope everyone practices a lot so we can have many celebrations!



Chilly Chips can be earned and counted in two ways.

Method 1: Partners and students that exhibit GAT behaviors, especially behaviors listed in the cooperative challenge, can earn a Chilly Chip which is put in a small bowl. When the bowl is full, the class celebrates and can receive a reward. Bowls should be small enough to be filled each week.

Method 2: Teachers can also set a chip goal and have students work toward accumulating a particular number of chips each week as a class. Make sure to review Chilly Chips every day to maintain student motivation.

Teamwork

8 minutes

Chilly, what is our challenge for this week?

1. Have Chilly whisper the Chilly Challenge in your ear.

Chilly says that this week the Chilly Challenge is to quickly obey the Zero Noise Signal. Partners who do this well will get a Chilly Chip to put in the bowl. We hope to fill the bowl this week.

At the end of every day, we will count up our Chilly Chips to see how we are doing! Let's show Chilly how good we will be at this week's Chilly Challenge.

2. Give the Zero Noise Signal several times, and award all successful partners a Chilly Chip to put in the bowl. Congratulate the class for how well they responded, and assure them that they will be Chilly champs yet!

Reflection

2 minutes



The Big Q:

What is the Chilly Challenge for this week?

To respond quickly to the Zero Noise Signal.

Extend and Connect

- Practice the Zero Noise Signal throughout the day, and award Chilly Chips to successful partnerships.

Being a Cool Kid

Getting Along Together Routines

Chilly Challenge: Award points for helping and encouraging others as often as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will give compliments that promote a positive classroom community and learn about the role of the Cool Kid.

ADVANCE PREPARATION

- Have one Cool Kid star for each student.
- Have the Chilly puppet available.
- A Cool Kid box should be made to store the Cool Kid stars for the week. Place the box in the Thinking Spot.
- Write the weekly Chilly Challenge on the blackboard.

Agenda

Active Instruction

- Introduce the concept of the Cool Kid.
- Introduce and practice caring classroom compliments. A caring classroom compliment is a compliment about something someone said or did that made our classroom a better place or helped and encouraged a partner or classmate.
- Chilly identifies the Cool Kid and the Chilly Challenge for the week.

Teamwork

- Students will make Cool Kid stars and put them in the Cool Kid box.

Reflection: Ask the Big Q.

8 minutes

Active Instruction

1. Bring out Chilly, and have him whisper in your ear.

Chilly says there is something else he does each week besides bringing us the Chilly Challenge. He also announces the Cool Kid. What is a Cool Kid, Chilly?

Have Chilly whisper in your ear again.

Chilly says everyone in our class will have a chance to be a Cool Kid for a week. The Cool Kid will be a special helper. He or she will also try to show us some great examples of the Chilly Challenge for the week. Finally, the Cool Kid will get compliments from all of us about what he or she does to help make this classroom a caring community. Then he or she will receive a Cool Kid certificate to bring home.



What is a compliment? *Saying something nice to someone, saying something that makes the person feel good.*

2. Explain to students the difference between any compliment and a caring classroom compliment.

In our classroom, we will use a special kind of compliment—one that lets someone know that he or she has done something that makes this a better classroom or that he or she is helping and/or encouraging a partner or classmate.

Would telling someone that he or she has nice shoes be a caring classroom compliment? *No. It is a compliment, but it doesn't address something that someone did to help someone else or to make this a better classroom community.*

How about saying, “I like how you helped Sally find her pencil”? *Yes. It lets someone know that you appreciate what he or she did to help someone else.*

Let's try a few more. Put your hands on your head if you think this is a caring classroom compliment. If you do not think it is a caring classroom compliment, keep your hands in your lap.

- **I like how you helped your team put away the crayons.** *Yes.* All students should have their hands on their heads.
- **I like your hair.** *No.* All students should have their hands in their laps.
- **I like how well you listened to your partner.** *Yes.*
- **I like how quickly you responded to the Zero Noise Signal.** *Yes.*
- **I like your lunchbox.** *No.*
- **I like how you told Susie what a good job she did on her picture.** *Yes.*

3. Congratulate students on how well they identified caring classroom compliments. Have Chilly whisper in your ear one last time.

Chilly told me two important things. One is the Cool Kid this week is _____. Make sure to have a system to randomly select a different Cool Kid each week, but do not repeat the same Cool Kid until everyone has had a turn.

He also said the Chilly Challenge for the week is help and encourage others. I hope to see everyone giving one another caring classroom compliments or helping or encouraging others this week.

Teamwork

10 minutes

1. Hand out the Cool Kid stars. Ask students to think of a caring classroom compliment for the Cool Kid of the week. Students can write their compliments on the star or draw a picture of how the Cool Kid helps the classroom.
2. When they have completed their stars, students should put them in the Cool Kid box. Tell students that you will read the compliments to the Cool Kid at the end of the week and give the Cool Kid a certificate to take home. Teachers can keep additional stars in the Thinking Spot in case students would like to write another compliment for the Cool Kid during the week.

Reflection

2 minutes



The Big Q:

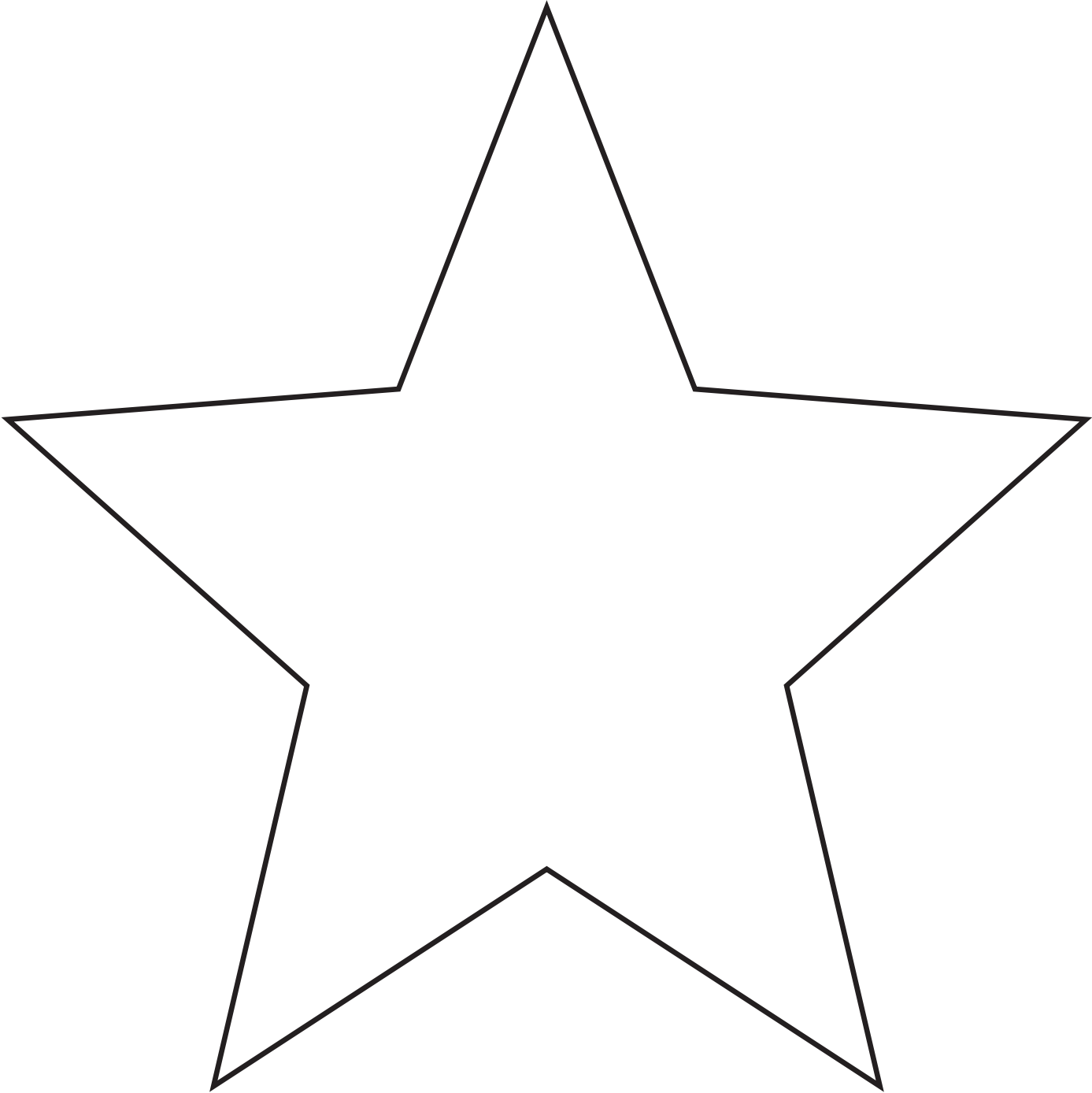
What is a caring classroom compliment?

Telling someone how he or she helped our classroom be better or helped and encouraged a classmate.

Extend and Connect

- Identify caring classroom compliments that characters say in stories, or have students create a caring classroom compliment for a character in a story.
- Model caring classroom compliments during snack time or recess and throughout the day.
- Celebrate and award Chilly Chips when you see partners or teams using caring classroom compliments.

Cool Kid Star



First Class Council

Getting Along Together Routines

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

Chilly Challenge: Award points for helping and encouraging others as often as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will understand how to have a weekly Class Council meeting.

ADVANCE PREPARATION

- Have chart paper and markers available.
- Have the Cool Kid box nearby and the Cool Kid certificate ready.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Explain the concept and practice of a Class Council meeting.
- Award the Cool Kid certificate, and read some compliments from the Cool Kid stars.
- Count the Chilly Chips, celebrate progress, and give a cheer.

Active Instruction

20 minutes



1. Have students sit with their partners on the floor.

Once a week, we will have a Class Council meeting. We will review how we are doing on our Chilly Challenge and celebrate our progress. Today is our first one!

What was the Chilly Challenge for this week? *Help and encourage others.*

2. Ask students to tell their partners an example they saw of someone helping and encouraging others this week. Debrief answers with one or two partnerships.
3. Discuss and give examples of students meeting the Chilly Challenge that you saw this week. Ask students if there is anything they think could have been improved. Take a few answers.
4. Have partners give each other a caring classroom compliment. Have one or two partners share their examples. Ensure that students are clear on giving appropriate compliments.
5. Tell students that another part of Class Council is to award the Cool Kid certificate. Have the Cool Kid come to the front of the class. Read several of the stars from the Cool Kid box, and give the Cool Kid his or her certificate to take home. Have the class applaud the Cool Kid.
6. Have students look at the Chilly Chip bowl. The bowl should be full for the Class Council meeting. If that is not possible, determine a number of chips earned for the week that would be sufficient to win the Chilly Challenge, and count out the chips.
7. Celebrate the class's achievement of the Chilly Challenge and do a cheer.
8. Have Chilly come out and congratulate the group and identify the challenge for the upcoming week (active listening).
9. Tell students that from now on, they will have a Getting Along Together lesson and one Class Council each week.

Unit 2: **Learning to Listen**

UNIT OVERVIEW

Unit Focus

In this unit, students will work on skills to become good listeners. Listening skills are not only important for academic achievement, but are also fundamental for effective interpersonal relations. Students will learn and practice an active-listening posture. The active-listening posture requires students to look at the speaker, keep quiet, and sit still with hands in their laps. This posture helps students concentrate on the listener and also ensures that the listener feels heard. Students will also learn the first of several cognitive skills covered in GAT, improving one's ability to focus. Focus is an important cognitive skill in all areas of schoolwork, and it is crucial to being a good listener and improving listening comprehension.

Unit Outcomes

Students will:

- participate as active and successful partners and team members;
- understand classroom rules and exhibit appropriate classroom behaviors;
- use active-listening skills throughout the day, including an active-listening posture and retelling what they heard;
- use several strategies to remain focused and stay on task; and
- use several strategies to better remember information.

Books Used in Unit 2:

Listen, Buddy by Helen Lester

The Little Red Hen by Carol Ottolenghi

The Importance of Listening

Getting Along Together Routines

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

Chilly Challenge: Award points for active listening as often as possible during the week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that active-listening skills are important to be better students and teammates and that active listening means we listen carefully and understand what someone is saying.

ADVANCE PREPARATION

- Have the book *Listen, Buddy* by Helen Lester and the story questions ready.

Agenda

Active Instruction

- Read the book *Listen, Buddy* by Helen Lester to students, and ask questions from the lesson.

Teamwork

- Students will play the Sound Waves listening game.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter on listening skills.

Active Instruction

13 minutes

1. Have children sit in front of you so they can all see the book.

During the next several weeks, we will learn and practice skills that will help us all be better students and teammates. The first skill we will learn is how to really listen to one another. Listening can be harder than you think. Let's see what happens to a little bunny who has trouble with listening.

2. Read the story of Buddy the rabbit, who has trouble listening. After each time that Buddy doesn't listen well and gets mixed up, ask students what was really said in the story.

For example, read page 6 and ask: **What was Buddy supposed to come home with?** *Squash.*



Why did Buddy keep getting himself in trouble? *He didn't listen.*

Teamwork

5 minutes

1. Have students return to their desks. Explain that students are going to play a game in their teams. Tell students that they will listen to a sound that you make, and then each person on the team will repeat the sound.

I will make a sound, and I want everyone to repeat it. Make a simple sound like "Bloop" or an animal sound.

- Ask everyone to repeat the sound together.
 - Have students each take a turn making the sound in their teams.
 - Have a volunteer from each team make a sound for the team, and then have each member of the team repeat the sound. Circulate among the teams to make sure students understand the game. To make things easier, you can give each team a bean bag, a talking stick, or an eraser to pass around as each student makes the sound. As soon as each child gets the object, he or she repeats the sound and passes the object to the next child.
2. Ask students what they had to do to really listen during this game. Accept appropriate answers.

Reflection

2 minutes



The Big Q:

Why is it important to listen?

It shows that we care about people; it helps us learn; it keeps us from making mistakes.

Home Connections

Pass out a Parent Peek letter about listening for unit 2.

Extend and Connect

- Listen to Hap Palmer’s “Listen and Do” song.
- Play the song “Listen and Do,” and have children perform the actions to the song.
- Play Simon Says.
- Use letter tongue twisters to have students practice letter sounds.
- Create two sets of three-step directions for the children to follow. For example:
 - Stand up.
 - Sit down.
 - Clap your hands once.



Parent Peek Letter

Dear Parent or Family Member,

How do you feel when someone really listens to what you have to say? Good friends and good students need to be good listeners. The next unit in our Getting Along Together curriculum is all about learning to be a good listener. Your child will learn strategies to focus on what is being said and a method to show that he or she is truly listening. Have your child show you the active-listening posture. He or she can practice this posture while watching TV or while you read him or her a story. Active listening is not only a great skill to show people you care about them; it is also essential to being a good student. I am sure all of my kindergarteners will learn to be great listeners!

Sincerely,

Your Kindergarten Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Active-Listening Posture

Getting Along Together Routines

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

Chilly Challenge: Award points for active listening as often as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn about a set of behaviors that improve listening skills and ensure that other people know they are listening. These behaviors include: sitting still, keeping your hands in your lap, looking at the speaker, and remaining quiet. All these behaviors make up the active-listening posture.

ADVANCE PREPARATION

- Post the active-listening icons.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Explain the active-listening posture.

Teamwork

- Play a listening game.

Reflection: Ask the Big Q.

Active Instruction

10 minutes



1. Explain that during the last GAT lesson, the class learned how important it is to listen.

Talk to your partner about what happened to the rabbit Buddy.

Debrief by calling on a few partnerships. Stress that Buddy kept getting all mixed up because he didn't listen carefully. Stress that in school, listening is really important.

Ask students to think about what listening looks like.

I want you to look at me and tell your partner whether you think I am listening. Make sure you tell your partner why you think I am listening or not.

Model not listening. For example, doodle, look out the window, play with a toy, fidget, put your head down on your desk and look like you are sleeping, etc.

Debrief by asking a few partnerships why they thought you were listening or not. *No, because you were sleeping, looking out the window, etc.*

Now let's try it again. Let your partner know whether you think it looks like I am listening and why.

Model using the active-listening posture.

Debrief by calling on a few partnerships to tell why they thought you were listening or not. *Yes, you were looking at us, sitting still, keeping your hands on your lap, etc.*

2. Congratulate the class for how much they know about being good listeners. Explain that one way to show that you are really listening is to use the active-listening posture. There are four parts to the active-listening posture.

Show the class the Sitting Still icon. Have students sit still in their seats.

Show students the Hands on Lap icon.

Good listening also includes placing your hands on your lap. If we are busy doing something with our hands, it may keep us from listening well, and the speaker will think we are not listening. Have students fold their hands in their laps.

Show the Look at Speaker icon.

Looking at the speaker is another important part of listening well. It helps the listener pay closer attention to what is being said. Have students look at you.

Can anyone think of something we left out that will help us to be better listeners? Have children guess.

Show the Do Not Talk icon.

We also need to make sure we are not talking at the same time that we are supposed to be listening.

Review the list. Show students the Active-Listening Signal (hand raised making a peace sign). Explain that when you use that signal, you want to see everyone listening and using the active-listening posture. Try using the signal a few times. Make sure students are doing all parts of the active-listening posture. Congratulate the class for demonstrating good active-listening skills. Have Chilly announce the Chilly Challenge for the week.

Teamwork

8 minutes

Let's play a quick listening game to practice how well we listen. I will say five animal names; two of the names will be the same. You need to tell your partner which animal name I said twice.

1. Use the Active-Listening Signal, and have everyone actively listen. Read each list of animal names, and have students tell their partners which animal name was mentioned twice in the list. Call on a partnership at the end of each round to give their answer.

Cat, dog, lion, dog, rabbit. *Dog.*

Giraffe, monkey, tiger, bear, monkey. *Monkey.*

Elephant, ostrich, mouse, ostrich, snake. *Ostrich.*

Horse, pig, sheep, duck, horse. *Horse.*

Horse, cat, dog, mouse, snake, elephant, sheep, cat, ostrich. *Cat.*

2. Award Chilly Chips to teams that successfully used the active-listening posture.

Reflection

2 minutes



The Big Q:

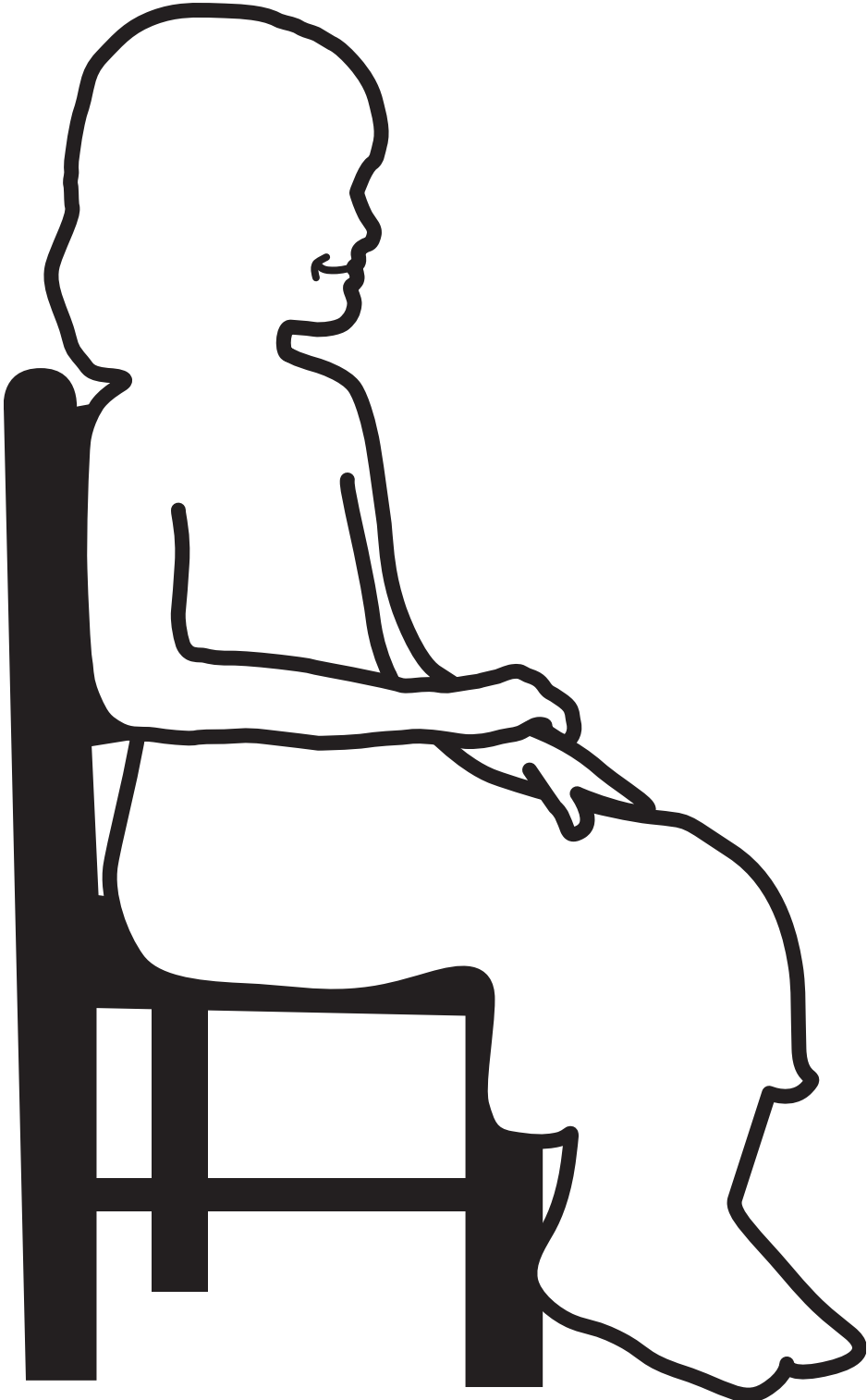
What are the four parts of the active-listening posture?

Sit still, keep your hands on your lap, look at the speaker, and stay quiet.

Extend and Connect

- Use the Active-Listening Signal throughout the day, and award Chilly Chips daily.
- Play an Active-Listening Signal game. Do the signal above your head, under your arm, or around your back, and see how fast students can do the active-listening posture.

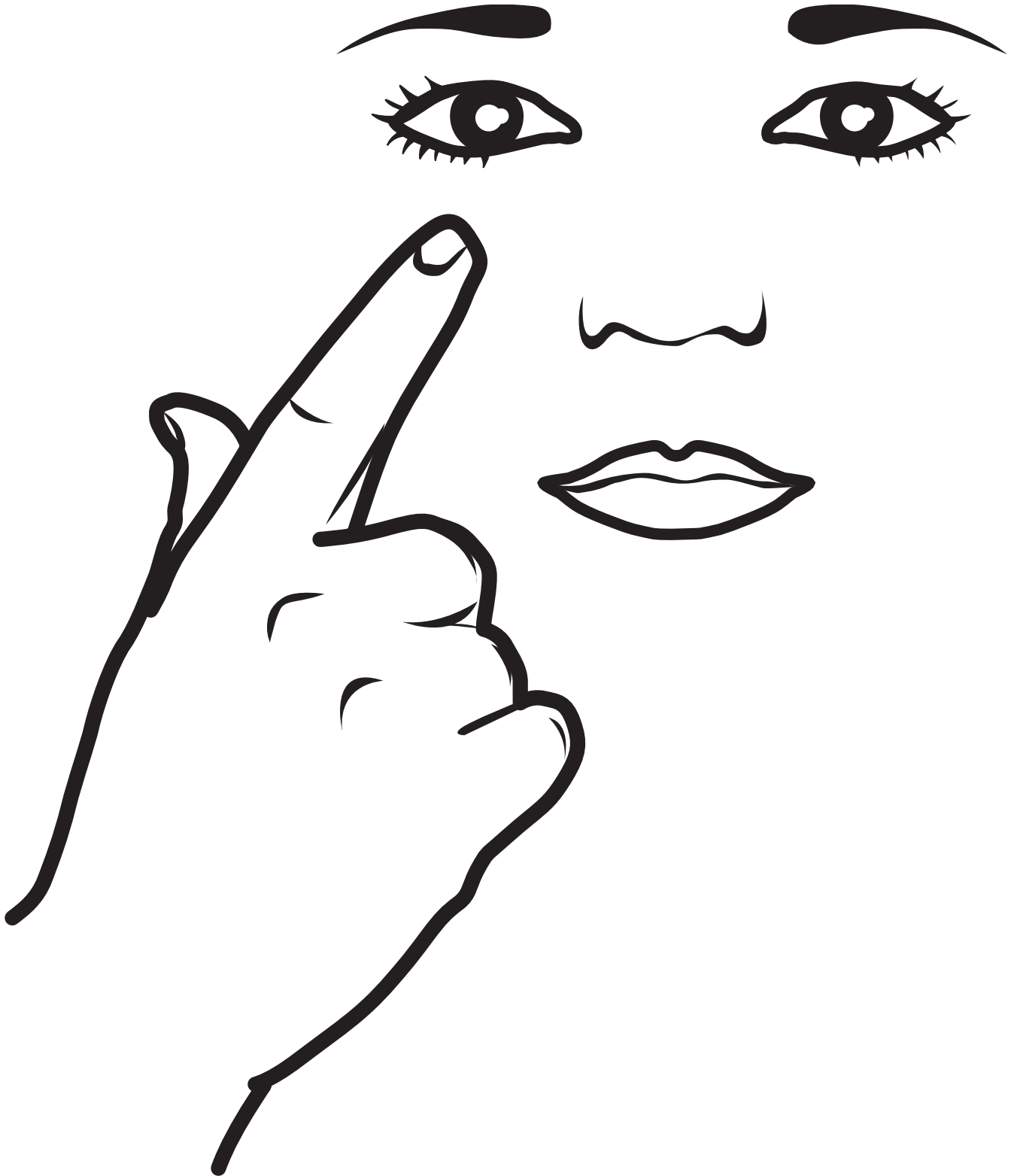
Sit Still



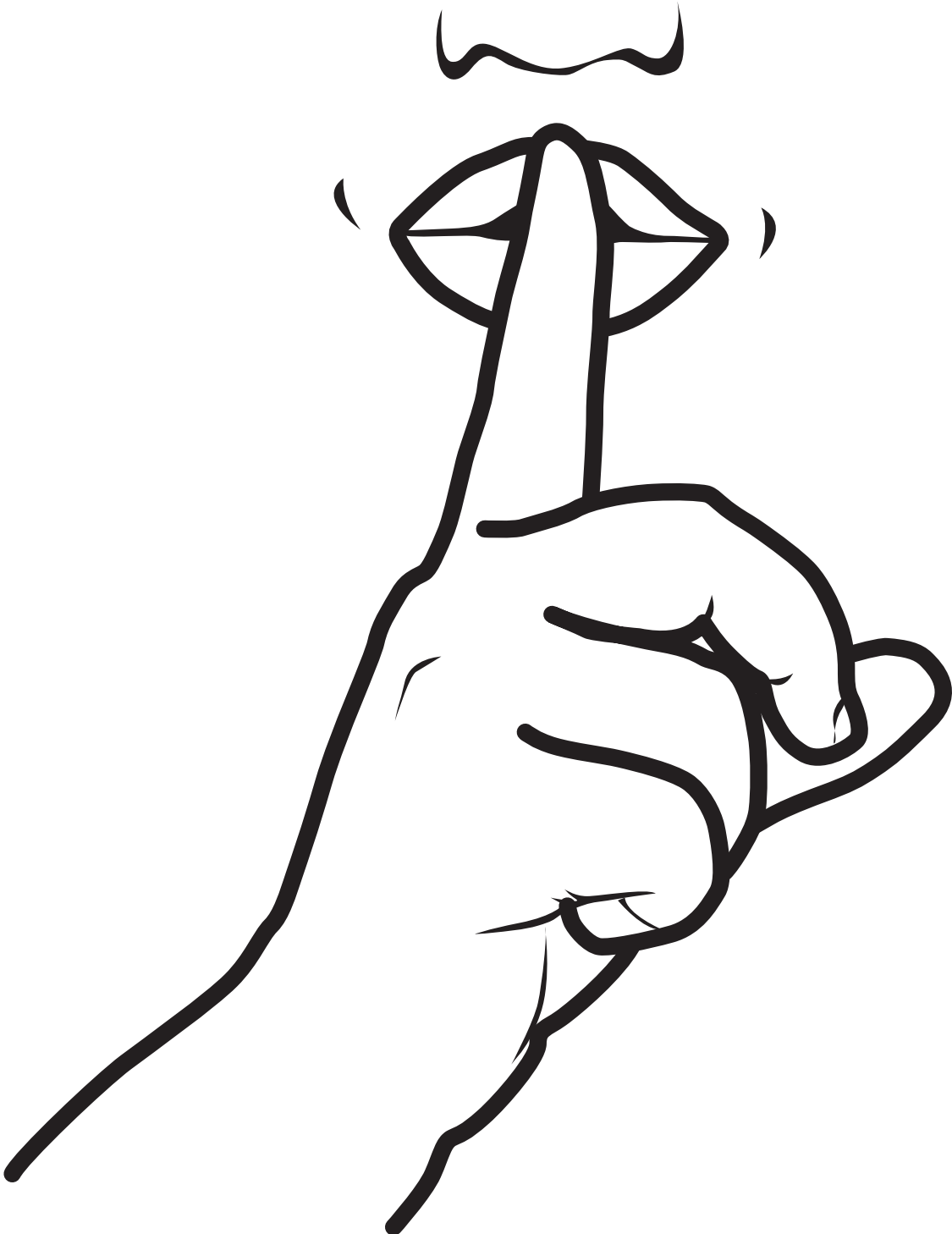
Hands on Lap



Look at the Speaker



Don't Talk



20 minutes Unit 2 | Lesson 2

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Focus

Getting Along Together Routines

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

Chilly Challenge: Award points for focus as often as possible during the day/week.

Brain Game: Play Telephone or another Focus Brain Game as frequently as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Focusing on what a speaker says is an important part of good listening. It is also great exercise for our brains! Students will practice focusing on what a speaker says and learn to focus on their work all year. Another way students will improve their ability to focus is through repeated use of Brain Games and the Focus Signal.

ADVANCE PREPARATION

- Have some short statements prepared for Telephone.
- Have the Chilly puppet available. Post the Chilly Challenge.

Agenda

Active Instruction

- Introduce the concept that listening is more than just using the active-listening posture. A good listener must focus on what the speaker is saying.
- Play the game Clapping Echo.
- Introduce the Focus Signal.

Teamwork

- Have teams play several rounds of Telephone.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

Use the Active-Listening Signal, and review the active-listening posture icons.

We have been learning and practicing active-listening skills for several days. Today we will play a game that allows us to practice these skills once more. This game is called Clapping Echo. Let me see your best listening skills. I am going to clap a rhythm, and I want you to copy me. Let's practice together. Ready to listen carefully?

Teacher: *Clap-clap*

Students: *Clap-clap*

Teacher: *Clap-clap-clap*

Students: *Clap-clap-clap*

Continue with various rhythms, encouraging students to practice active-listening skills.

What did you need to do to play this game well? *Listen and think about what we heard, concentrate.*

If you were thinking about something else, do you think you would be very good at this game? *No.*

Good listening takes more than just doing the active-listening posture. To be a good listener, you need to focus on what the speaker is saying. Focus is really important.

One way that I will remind you to focus is by using the Focus Signal. Model the Focus Signal. I will use this whenever I want you to really focus on what we are doing.

Have students practice.

Have Chilly announce the weekly Chilly Challenge.

Teamwork

8 minutes

Use the Focus Signal.

We are going to play another game to help us focus. We call these games Brain Games because when we play them, our brains get stronger. We will play a Brain Game every day this year.

- Have students play Telephone in their teams. For kindergarteners, it is often easiest to begin Telephone with no more than four or five people.
- Tell students that you are going to whisper a short sentence in the ear of one of their teammates. This person will then whisper what you said into another teammate's ear and so on until everyone has heard the sentence. The last person tells the sentence to the whole team.

See if you can focus well enough that the last person says the same words as the first person. Teams that really focus and listen carefully so the last person hears the same thing the first person heard can get a Chilly Chip!

- Stop after the first round of play. Ask teams:

What did you do to focus? How can you do better in the next round? *Be very quiet, really think hard, make sure that what I've heard made sense, tell myself to focus.*

- Play another round of Telephone. Award a Chilly Chip to any team that is able to repeat the words or the short sentence correctly.

Reflection

2 minutes



The Big Q:

What are some ways to focus?

Use the active-listening posture, tell yourself to pay attention, don't think about anything else except what the speaker is saying.

Extend and Connect

- Play Brain Games for focus every day.
- Use the Focus Signal throughout the day.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Focus on Listening

Getting Along Together Routines

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

Chilly Challenge: Award points for focus as often as possible during the day/week.

Brain Game: Play Telephone or another Focus Brain Game as frequently as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will continue to work on their listening skills and the cognitive skill of focus by listening for key words in a story.

ADVANCE PREPARATION

- Have animal cards prepared for each team. There should be hen, pig, cow, and dog cards. Each team member should have a different card. (In teams of five, there may be duplicates.)
- Have the story *The Little Red Hen* by Carol Ottolenghi available.
- Have the Chilly puppet available, and post the Chilly Challenge.

Agenda

Active Instruction

- Review the concept that listening is more than just using the active-listening posture; a good listener must focus on what the speaker is saying.
- Play the Listening in Silence game.
- Review the Focus Signal.

Teamwork

- Have teams listen while you read the story *The Little Red Hen*. Team members will each have an animal card. They will hold up their cards each time the animal on their cards is mentioned aloud.

Reflection: Ask the Big Q.

Active Instruction

5 minutes

1. Use the Active-Listening Signal, and review the active-listening posture icons.

We have been learning and practicing active-listening skills for several days. In the last lesson, we talked about how important it is to focus when you listen. Who remembers what the Focus Signal is? Use your hands to make glasses for your eyes.

2. **Let's practice focusing by playing a listening game. Right now I want everyone to be very quiet and focus on the sounds that you hear in the room. Try to remember what you hear.**



- Let students listen for 30 seconds. At the end of 30 seconds, have students tell their partners what they heard. Have a few partners report out.

Many of you heard sounds that you were not aware of until you became very quiet, focused, and listened. When you really focus, you can learn a lot of new information. That is why focus is so important.

3. Have Chilly announce the Chilly Challenge.

Teamwork

13 minutes

1. Make sure each student on a team has a different animal card. Use the Focus Signal.

Today we will practice focusing while listening to a story. I am going to read you the story of the Little Red Hen. Each of you should have an animal card of one of the characters in the story. You will notice that each of your teammates has a different animal. (Note: Teams with five or more members may have duplicate animals.) When I read the story, I want you to raise your animal card every time you hear me say the name of your animal. This will take really good listening and focus skills.

- Read the story of the Little Red Hen. Stop after the first couple of animal names to make sure that all students understand the task and are raising their cards appropriately when their animal is named.
- Award Chilly Chips for teams that showed good listening skills and focus.

2. Have partners discuss what they did to really focus to play the game well. Have a couple of partners share their ideas. Chart the ideas.



Reflection

2 minutes



The Big Q:

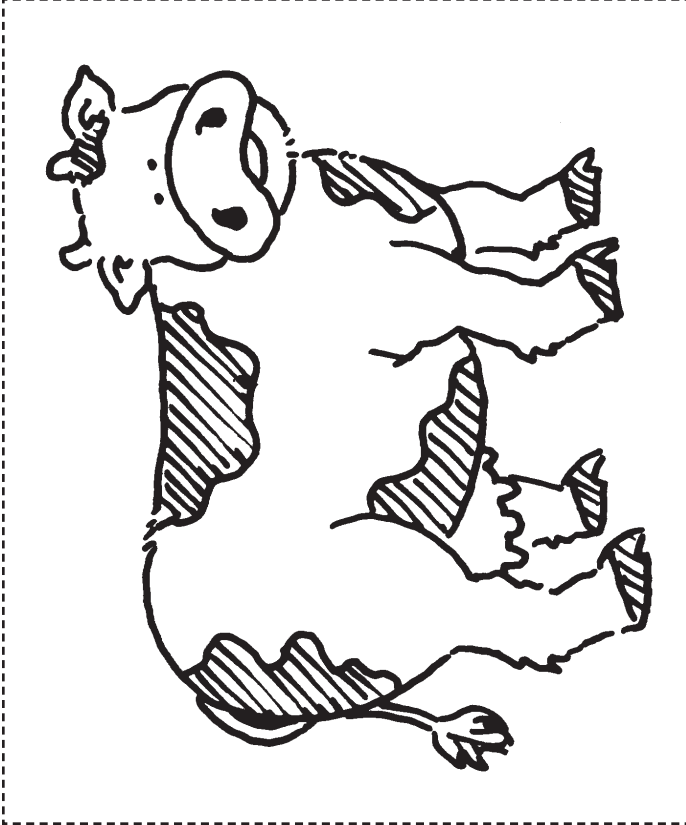
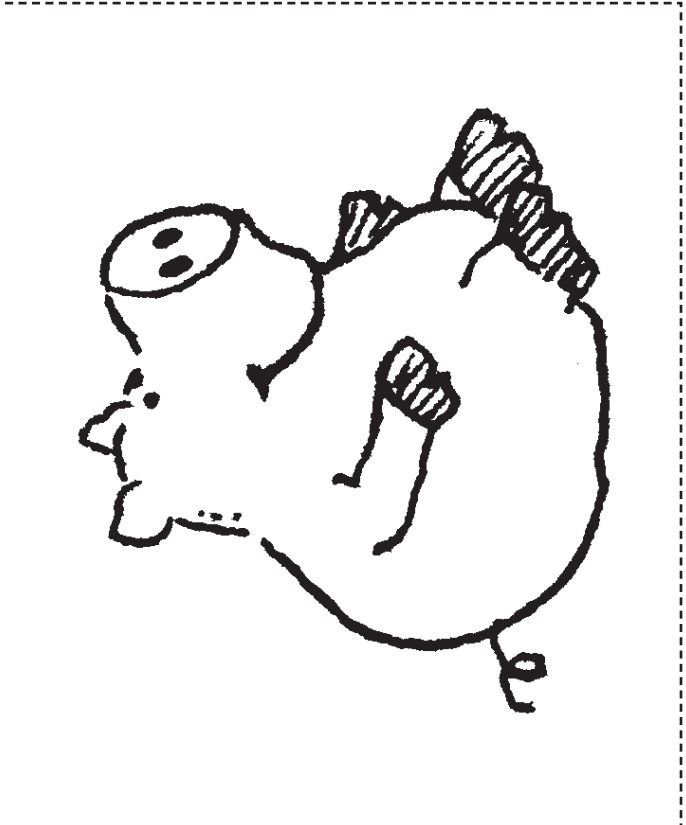
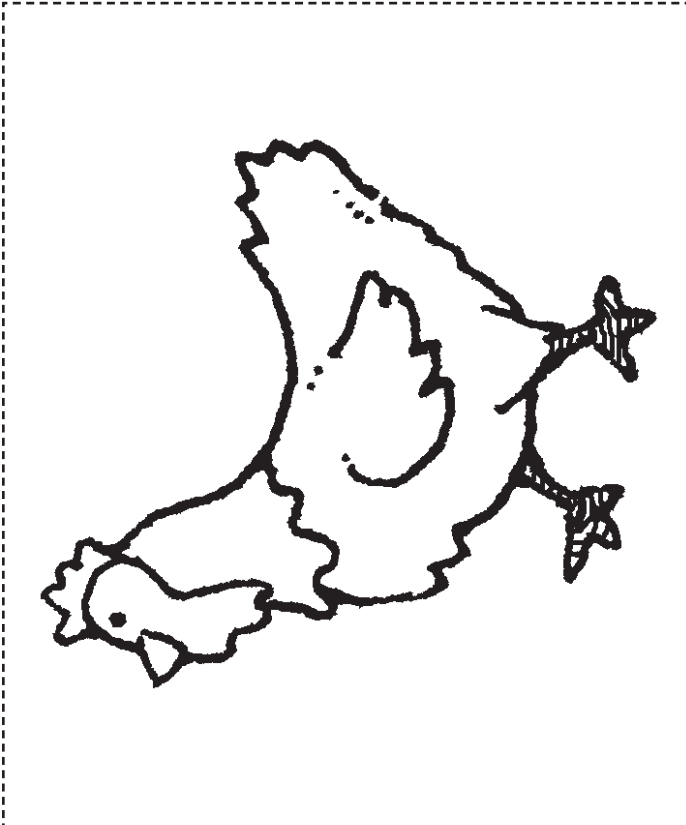
What are some ways to focus?

Use the active-listening posture, tell yourself to pay attention, don't think about anything except what the speaker is saying.

Extend and Connect

- Play Focus Brain Games every day.
- Use the Focus Signal throughout the day.
- When reading aloud to students, pick a key word, and have them raise their hands every time they hear the word.
- When reading, have students listen for a letter sound and raise their hands when they hear the sound.

Animal Cards



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Say It Back

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of Say It Back as often as possible during the day/week.

Brain Game: Play On My Pizza, I Like or another Memory Brain Game whenever time allows during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that good listeners retell, or say back, what they heard to make sure they understood what was said.

ADVANCE PREPARATION

- Have the book *Listen, Buddy* available.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Reread pages 3–7 of *Listen, Buddy*.
- Introduce Say It Back as another listening skill. Say It Back ensures that the listener heard the speaker correctly.

Teamwork

- Have teams play Telephone, but with an important difference. Each person needs to whisper back what he or she heard before telling it to someone else.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

1. Use the Active-Listening Signal, and review the active-listening posture icons.

We have been learning and practicing active-listening skills for several days. In the last lesson, we talked about how important it is to focus on what the speaker is saying. There is another skill that is important for good listeners to use. Do you remember Buddy? He had trouble listening, and this skill would have helped him. Let's see if we can figure out what this skill is.

2. Read pages 3–7 of *Listen, Buddy*.



What could Buddy have done to keep from getting so mixed up? He could have focused, or he could have said back what he heard to make sure he understood.

Buddy could have used the Say It Back listening skill to make sure he understood. If I were Buddy and my parents asked me to get a basket of squash, how could I say it back to make sure I understood? You could ask, "Did you say I should get a basket of squash?" "Just a basket of squash?" or "You want me to go to the vegetable stand and get a basket of squash?"

Say It Back is simple. We just say back what we heard to make sure we understood what was said.

3. Have Chilly announce the weekly Chilly Challenge.

Teamwork

8 minutes

Have students sit in their teams and play a version of Telephone. Whisper a simple sentence in one student's ear. Have the student whisper the sentence back to you before he or she whispers it to the next person on the team. Each person should whisper back what he or she heard and check for understanding before whispering the message to the next person. Teams should see if they can get the message all the way to the last person without changing the message.

Reflection

2 minutes



The Big Q:

Why is Say It Back an important listening skill?

To make sure we understood what was said.

Extend and Connect

- Play Memory Brain Games every day.
- Call on students to say back directions before they begin a task.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Remembering to Remember

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of Say It Back as often as possible during the day/week.

Brain Game: Play On My Pizza, I Like, or another Memory Brain Game every day.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that strong memory skills are important not only to be a good listener, but to be successful in school.

ADVANCE PREPARATION

- Have six random objects ready to show to the class (e.g., pencil, ball, eraser, apple, orange, book, ruler).
- Have a large bag available.
- Have chart paper and markers available.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Introduce the notion that using your memory is part of being a good listener and being successful in school.
- Have students remember items that you have in a bag.
- Review the Remember Signal.

Teamwork

- Have teams practice their memory skills by listening to an animal story and remembering all the animals.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

1. Use the Active-Listening Signal, and review the active-listening posture icons.

We have been learning and practicing active-listening skills for several weeks. In the last lesson, we talked about how important it is to say it back when you listen. What must you be able to do to say it back? *Focus and remember what is said.*

Being able to remember is part of good listening, and it is part of being good in school. What do you need to remember in school? *Letters, letter sounds, rules, math facts, where everything is in school, etc.*

Being able to remember is an important skill. We have a fun way to train our brains to improve our mind muscles and make them stronger. What do we call these exercises? *Brain Games.*

What other skill have we worked on with Brain Games? *Focus. Show me the Focus Signal.* Students should use their hands like binoculars.

Today we will exercise our mind muscles with Brain Games to get better at remembering things. We have a signal for remembering too.

2. Show the class the Remember Signal (pointing both hands to your temple), and have the class repeat it.
3. Bring out a bag, and tell the class to use their mind muscles to remember all the objects that you show them from the bag. Show each object one at a time, and then put it back in the bag. When you are done showing the objects, have students turn to their partners and tell them what objects they remember.



Tell your partner what objects you remember. Partners share what they remember.

What did you do that helped you remember? *Drew a picture, wrote a note, found things that go together (e.g., two fruits, three school supplies), practiced, or said the objects' names to myself.*



4. Chart students' ideas for improving their memory on chart paper.
5. Show the objects again, and have students practice using some of the strategies they discussed. Have them tell their partners what objects they remembered this time.

Did you remember more objects this time? Yes. What helped you remember more objects? *Practice, saying their names to myself, help from my partner, etc.*

6. Have Chilly announce the Chilly Challenge. Remind students that Say It Back helps them remember what was said.

Teamwork

8 minutes

1. Have students sit in their teams. Give the Remember Signal, and have students repeat it. Tell students that they will really have to use their mind muscles and remember all the animals in the story you will read. Tell students to use any strategies that help them remember.

Once upon a time, there was a large group of animals that lived in the woods. They wanted to play a game, but they couldn't decide what game to play. The lions wanted to play tag. The chimpanzees wanted to climb trees. The zebras wanted to play hide and seek. The giraffes wanted to play keep away, and the hippos wanted to go swimming.

2. Have students talk in their teams and try to remember all the animals from the story. Have each team tell you how many animals they remembered.
3. Debrief the activity by asking each team to tell you what they did to remember all the animals. Let students know that this week they will play a Memory Brain Game every day. Remind them that a good memory will help them with listening and learning in school.

Reflection

2 minutes



The Big Q:

Why do we need to use our memories when we listen?

To make sure we remember what was said, so we can say it back, etc.

Extend and Connect

- Play Memory Brain Games every day.
- Use the Remember Signal throughout the day.
- During academic subjects, review what strategies students are using to remember academic material.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Putting It All Together

Getting Along Together Routines

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

Chilly Challenge: Award points for focus as often as possible during the day/week.

Brain Game: Play ShaZam! or another Focus Brain Game whenever time allows during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will use listening skills to listen to one another.

ADVANCE PREPARATION

- Have a Good Listener certificate and crayons ready for each student.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Review the listening concepts.
- Review the Focus Signal.
- Play ShaZam!

Teamwork

- Have partners use all their listening skills when they listen to each other.

Reflection: Ask the Big Q.

Active Instruction

8 minutes

1. Use the Active-Listening Signal, and briefly review the active-listening posture icons.
2. Play ShaZam! to practice focusing. (See the Brain Game card for directions.)
3. Have Chilly announce the Chilly Challenge.

Teamwork

10 minutes

1. **Today we are putting together everything we have learned about listening. With your partner, I want you to think about your favorite sport and why you like it. One partner will be the speaker, and the other partner will be the listener. When you are the listener, I want to see you use your active-listening posture and really focus on what your partner says. After your partner has finished, you will say back what you heard.**
 - Have partners count off as 1s and 2s, or label one partner peanut butter and the other jelly. Have the 1s or peanut butters go first as the speaker. Monitor to make sure all the listeners use the active-listening posture, seem focused, and retell what they heard. Have partners switch roles, and let the other partners speak while the 1s or peanut butters listen.
 - Have students tell their teams what sports their partners like.
2. Congratulate the teams on being good listeners, and award Good Listener certificates and Chilly Chips.

Reflection

2 minutes



The Big Q:

How do good listening skills make me a better friend?

I can better understand my friends, and they like it when I listen.

Extend and Connect

- Play Focus Brain Games every day.
- Use the Focus Signal throughout the day.
- Have students retell the teacher's directions for various tasks.



Good Listener Award



to

Name _____



Teacher _____

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Unit 3: Feelings

UNIT OVERVIEW

Unit Focus

In this unit, students will focus on learning about feelings. Everyone has feelings, and the ability to understand the feelings of others and manage one's own emotions is fundamental to being successful in school. Students will learn methods to expand their feelings vocabulary through use of the Feelings Tree. Expanding their feelings vocabulary enables students to talk about rather than act on their emotions. In addition, students will identify the feelings of others by looking at facial expression and body posture and by listening to tone of voice. Students will practice appropriate ways to express feelings through the use of "I" Messages, practice methods to identify the intensity of their emotions by using the Feelings Thermometer, and learn strategies to cool down to make better decisions when they feel angry or upset.

Unit Outcomes

Students will:

- participate as active and successful members of a team and class;
- use active-listening skills during partner discussion and active instruction to take in, store, retain, and access information;
- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- understand how feelings and behaviors impact each other;
- learn effective and appropriate methods to express emotions to others; and
- learn and utilize techniques to regulate emotions such as anxiety and anger.

Books Used in Unit 3:

How Are You Peeling? by Saxton Freymann and Joost Elffers

I Was So Mad by Mercer Mayer

We All Have Feelings

Getting Along Together Routines

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

Chilly Challenge: Award points for active listening as often as possible during the week.

Brain Game: Play the Mirror Game whenever time allows as frequently as possible during the day/week. As an adaptation, you could have students mirror emotions.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that every person has many feelings, and we can tell how people feel by what they say, how they look, and how they act.

ADVANCE PREPARATION

- Have copies of *How Are You Peeling?* by Saxton Freymann and Joost Elffers available.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Read *How Are You Peeling?*

Teamwork

- Play Feeling Charades.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter.

Active Instruction

10 minutes

tps

1. Discuss that today during Getting Along Together we will discuss feelings.

I am going to read a book called *How Are You Peeling?* by Saxton Freymann and Joost Elffers. In this book, you might be able to guess how these vegetables are feeling.

What is one way that you might be able to tell how these vegetable characters are feeling? *Look at their faces.*

People can tell us how they feel, but we can also guess how people feel by looking at their facial expressions.

2. Read the book, and at several points in the story, ask students how they know what the vegetable might be feeling. For example, the picture of the kiwis has the text “How are you feeling?” Have students make guesses and provide reasons they think each kiwi is feeling a particular way. *For example, the kiwi is smiling; I think he is happy. The kiwi has a sad mouth; I think the kiwi is sad.*
3. Emphasize that there are many different kinds of feelings and feelings words.
4. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

tps

Since we all have feelings, we are going to play a game to learn how to guess what someone else may feel. In our story, how did you know how the vegetables felt? *By looking at their faces.*

How else might you know how someone is feeling? *By what he or she says, how he or she acts, how he or she walks, etc.*

- Debrief by calling on several partners. Stress that we all have feelings, and we can tell how other people might feel by how they look, how they act, and what they say.

Today we are going to use all those feelings clues in a game called **Feeling Charades. I will act out a feeling without saying what it is. You and your partner need to decide what the feeling is and how you guessed what it was. Raise your hands when you think you know.**

- Act out the following feelings.
 - Angry
 - Sad
 - Happy
 - Surprised
 - Shy

- After students have a chance to guess, make sure to ask them how they knew how you were feeling. For example, for the emotion angry, they might say that you stomped your foot, you were frowning, etc. Help students identify that facial expressions, tone of voice, and body language are all good clues to guess how someone is feeling.
- If students are very good at this game, you could select students to help you act out a feeling in front of the class.

Reflection

2 minutes



The Big Q:

What is one way that we might get a clue about how someone is feeling?

How he or she acts, facial expressions, voice, etc.

Home Connections

Pass out a Parent Peek letter for unit 3.

Extend and Connect

- Encourage students to use feelings words throughout the day with the sentence stem “I feel _____.”
- Ask students to guess how a character in a book feels by the story’s pictures.
- Play Feeling Walk. Have students walk in a circle around the room while you call out different emotions. The students should walk like they would if they were feeling that emotion (i.e., dragging their feet if they are sad, stomping if they are mad, smiling and skipping if they are happy).



Parent Peek Letter

Dear Parent or Family Member,

Everyone has feelings, and an important part of getting along with others is understanding how other people feel. This week your child is beginning the unit on feelings in the Getting Along Together program. Students will learn many new feelings words and ways to recognize feelings in others. In addition, our students will learn a way to cool down when they feel angry or frustrated called Stop and Stay Cool. Have your child show you how it is done!

There are several ways you can help at home:

- Have your child practice Stop and Stay Cool at home.
- Have your child tell you the names of different kinds of feelings.
- When watching TV, have your child tell you how a TV character is feeling and how he or she can tell.

Please ask your child about his or her GAT lessons. I hope your child will be excited to share what he or she has learned, and I hope you enjoy hearing about it!

Sincerely,

Your Kindergarten Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

The Feelings Tree

Getting Along Together Routines

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

Chilly Challenge: Award points for focus as often as possible during the day/week.

Brain Game: Play Who is the Leader? whenever time allows during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that every person has many feelings, and there are many ways to describe how we feel.

ADVANCE PREPARATION

- Make copies of the Feelings Tree leaves, and cut them out to post on the Feelings Tree.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Review the previous feelings book, and review the idea that we can tell how someone is feeling by listening to what he or she says, looking at his or her face, and watching how he or she acts.
- Introduce the Feelings Tree.

Teamwork

- Have students discuss feelings scenarios.
- Record student feelings on leaves, and post them on the Feelings Tree.

Reflection: Ask the Big Q.

Active Instruction

5 minutes

1. Review the book on feelings that you read during the previous lesson. Highlight that people have many, many feelings.
2. Introduce the Feelings Tree.

In our classroom, we have a Feelings Tree. Throughout the year as we learn more words to describe how we feel, we will add leaves to the tree. Each leaf will have the name of a feeling on it. You will notice that the tree has branches. On the branches, we can put feelings that are kind of the same but just a bit different. Today we will begin to make some leaves for our tree!

3. Have Chilly announce the Chilly Challenge.

Teamwork

13 minutes

I am going to tell you about several situations. I want you to tell your partner how you would feel if this situation happened to you.

- Read the following scenarios. After each scenario, give partners time to discuss how they would feel, and have partners identify their feelings for the Feelings Tree.
 - You spilled your ice cream cone on the sidewalk.
 - You played basketball.
 - You went on a roller coaster.
 - You received a present.
 - You held a snake.
- Debrief after each scenario by having a few partners share a feeling they identified for that situation. Be sure to ask whether any partnership had a different feeling. Write each of these feelings on a Feeling Tree leaf, and post it on the Feelings Tree. Discuss the fact that students may not feel the same way about the same situation. For example, one person may be really happy to play basketball because he or she loves the game while someone else may be sad because he or she doesn't like to play basketball. Similarly, one person may be excited to go on a roller coaster, and another person may feel scared.

This is why we need to check how other people feel and let people know how we feel. We can't assume that people always feel the same way we do.
- Post the leaves on the Feelings Tree. Only post one of each feeling, but highlight any related feelings. For example, excited and happy are related feelings. Help students identify how these two feelings are similar but slightly different.

Reflection

2 minutes



The Big Q:

What is another word for *glad*?

Happy, thankful, elated, delighted, joyful, etc.

Extend and Connect

- When reading stories to the class, discuss feelings words, and include story vocabulary on the Feelings Tree.
- Encourage students to use feelings words throughout the day. Prompt them with the sentence stem “I feel _____.”

Feelings Leaves



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

“I” Messages*

Getting Along Together Routines

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

Chilly Challenge: Award points for students’ use of “I” Messages as often as possible during the day/week.

Brain Game: Play Who stole the honey pot? whenever time allows during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that every person has many feelings, and we share our feelings by using an “I” Message.

ADVANCE PREPARATION

- Copy a feelings chart for each team.
- Have a paper plate and crayons available for each student.
- Have a model paper plate mask and “I” Message prepared to demonstrate the teamwork activity for students.
- Have an “I” Message written on the blackboard or posted on a sentence strip.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Review the information on feelings.
- Explain “I” Messages, and have the class practice creating them.

Teamwork

- Students will create paper plate feelings masks and “I” Messages and then use the masks to share their “I” Messages.

Reflection: Ask the Big Q.

*This lesson may take more than 20 minutes. Feel free to divide this lesson into two parts.

Active Instruction

8 minutes



We have been talking about feelings.

Tell your partner what you have learned about feelings. *Everyone has feelings. You can get clues about how someone feels by looking at his or her face, watching how he or she acts, noticing what he or she does, etc.*

We have looked at clues to know how someone else feels, but the only way we really know how someone feels is to have that person tell us. One way we can let people know how we feel is by using an “I” Message. Direct students’ attention to the “I” Message on the board or posted sentence strip. **An “I” Message is very simple. It says, “I feel _____ because _____.” For example, I feel happy because you are all listening so well, or I feel sad because I lost my pencil. Let’s try a couple of them.**

- Read the following examples, and ask students to tell you a feelings word to use in each “I” Message.
 - **I feel _____ because I had ice cream.** Have a student give you a feelings word. Repeat the “I” Message using the feelings word provided by the student. Complete the rest of the “I” Messages in the same way.
 - **I feel _____ because I fell down on the playground.**
 - **I feel _____ because I saw a snake.**
 - **I feel _____ because I made a new friend.**
 - **I feel _____ because someone pushed me.**

Have Chilly announce the Chilly Challenge.

Teamwork

10 minutes

1. Have paper plates and crayons set out on each table. Have a model paper plate mask ready to present to students.
2. Tell students that they are going to make paper plate feelings masks. Each student should think of an “I” Message. Once each student has thought of an “I” Message, he or she will make a paper plate feelings mask to show the emotion the student wants to use for his or her “I” Message. Students can use the feelings chart to help them make their masks.
3. Have a sample paper plate feelings mask ready to model this activity for students. For example, you might make a happy mask, and the corresponding “I” Message might be “I am happy because I am going shopping today.”
4. If students have difficulty making up their own “I” Messages, you can suggest one of the sample “I” Messages from Active Instruction and have students make a mask for that “I” Message.
5. Once students have completed their masks, have students use their masks to tell their “I” Messages to their partners.

Reflection

2 minutes



The Big Q:

What is one way that we might get a clue about how someone is feeling?

By the way he or she acts, his or her facial expression, the tone of his or her voice, etc.

Extend and Connect

- Encourage students to use feelings words throughout the day. Provide them with the sentence stem “I feel _____.”
- Have students use an “I” Message as part of a writing prompt.
- Have students use “I” Messages throughout the day.

Feelings



Sad



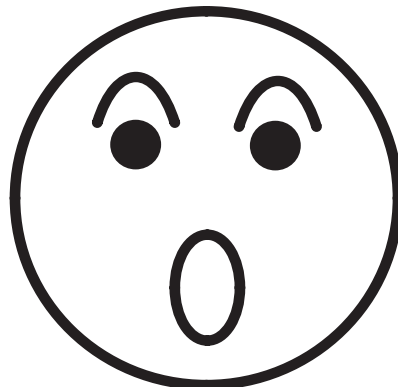
Frustrated



Angry



Happy



Surprised

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

The Feelings Thermometer

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of "I" Messages as often as possible during the day/week.

Brain Game: Play Catch that Word! whenever time allows during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students will learn that feelings can come in different sizes. We can be a little happy or really happy. We can be a little mad or furious. Recognizing the intensity of our feelings is the first step to controlling our feelings rather than letting our feelings control us. The Feelings Thermometer is one strategy to gauge our feelings.

ADVANCE PREPARATION

- Have a real thermometer; the Feelings Thermometer poster; and an erasable red marker available during Active Instruction.
- Make one copy per student of the blackline master Feelings Thermometer. Have crayons available for students.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Discuss the use of thermometers, and describe how the Feelings Thermometer works.
- Have students listen to several scenarios and measure how strongly they would feel about each example.
- Write the following “I” Message starter on the board: I feel excited because _____.

Teamwork

- Students will fill in their own Feelings Thermometers for something that made them excited and write “I” Messages about it.
- Students will share their “I” Messages and Feelings Thermometers with partners.

Reflection: Ask the Big Q.

Active Instruction

10 minutes



1. Hold up a thermometer, and ask: **Does anyone know what this is?** *Thermometer.*

What do we use a thermometer for? *It tells how hot or cold something is; it tells you if you have a fever; it measures the temperature.* Debrief by taking answers from one or two partnerships.

2. Show students the Feelings Thermometer. Remind them that in this GAT unit, they have been exploring feelings. They have learned to name several different feelings and put them on the Feelings Tree.

Explain to students that a Feelings Thermometer can also help us better understand feelings by having us take the temperature of our own feelings. Explain that the bottom numbers, 1 and 2, indicate that our feeling is not very strong. A person may just be a little mad or happy if he or she is at a 1 or 2 on thermometer. However, the top of the Feelings Thermometer indicates that a person has a very strong feeling. He or she may be furious, very happy, or very, very excited if he or she is at the top of the thermometer.

Give students an example, and color in the Feelings Thermometer. For example, if I got free tickets to see my favorite basketball team, I would be so happy I would be at a 5 on the thermometer. Color the thermometer up to the 5. After discussing this example, erase the color from the thermometer .

I will give you several situations, and I want you to decide whether you are at a 1, 3, or 5 on the Feelings Thermometer. Use your fingers to show where you are on the Feelings Thermometer for each situation. Model this for students. A 1 means you just feel a little mad, happy, or excited. A 3 is in the middle, and a 5 means you would feel very strongly about this situation. Show your partner how many fingers you are holding up for each scenario. Remember, we may not always feel the same way about the same thing, and that is fine.

- **How sad would you be if you lost your lunch money?**
- **How happy would you be if you found a penny? If you found five dollars?**
- **How mad would you be if someone didn't let you play on the swing?**

Debrief the activity. Stress that we may not all feel the same way about the same thing, and that is why it is important to be able to let people know how we feel.

3. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

1. Have students think of a time when they were excited. Have them color the Feelings Thermometer to show how excited they were.
2. Once students have completed their thermometers, have them write an “I” Message for how they were feeling at that time. (I feel excited because _____.) Students can refer to the model that you have written on the board.
3. Have students share their “I” Messages and Feelings Thermometers with their partners.
4. Summarize the activity by reminding students that our feelings can be strong or mild. The first step to controlling our feelings is knowing how we feel.

Reflection

2 minutes



The Big Q:

What is a thermometer?

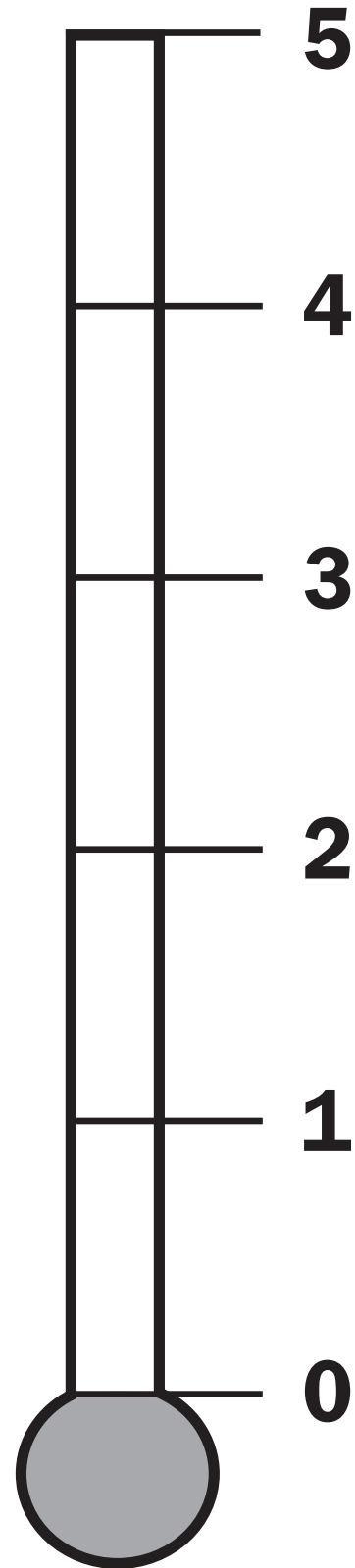
It tells us how hot or cold something is.

Extend and Connect

- Have students rate their feelings on the Feelings Thermometer throughout the day, such as before recess, before a test, before a Brain Game.
- Discuss where characters in a book might be on the Feelings Thermometer.

Feelings Thermometer

I feel _____
because _____.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

The Feelings Thermometer: Angry

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of "I" Messages during the day/week.

Brain Game: Play Head, Shoulders, Knees, and Toes, as often as possible during the day/week.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Anger is another common emotion that everyone experiences. Being angry is normal, but how we handle our feelings is important. Using the Feelings Thermometer helps us recognize when we are experiencing a strong emotion, like anger, so we can learn to take charge of the feeling rather than the feeling taking charge of us.

ADVANCE PREPARATION

- Have the book *I Was So Mad* by Mercer Mayer available.
- Have the Feelings Thermometer poster and an erasable red marker available during Active Instruction.
- Make one copy per student of the blackline master Feelings Thermometer. Have crayons available for students.
- Have Feelings Tree leaves prepared for *angry*, *irritated*, *mad*, and *furious*.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Briefly review how the Feelings Thermometer works.
- Read the book *I Was So Mad*, and have students identify how mad they would be if they were told the same things as the main character in the story.
- Write the following “I” Message starter on the board: “I feel mad because _____.”

Teamwork

- Students will fill in a Feelings Thermometer for something that made them mad and write an “I” Message about the situation.
- Students will share their “I” Messages and Feelings Thermometers with their partners.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

Welcome students back to GAT. Explain that today they will do some more work with the Feelings Thermometer and “I” Messages.

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What is the Feelings Thermometer? *It helps us know how strongly we are feeling.*

Debrief by taking answers from one or two partnerships.

1. Explain to students that today you are going to read a story about a little character that gets mad. Ask students to raise their hands if they have ever been mad. Emphasize that getting angry is a normal feeling that we all have at one time or another. Recognizing when we are getting angry is important because sometimes we do not make good choices about how to act when we have this feeling.
2. Ask students for some different words for *mad*. Discuss where those words belong on the Feelings Thermometer. For example, where might *irritated* (1 or 2) or *furious* (4 or 5) go on the Feelings Thermometer? Put the additional feelings words on leaves, and put them on the Feelings Tree.
3. Read the story, stopping periodically to ask students to hold up their fingers to indicate where they would be on the Feelings Thermometer if they were the main character.

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Why might it be important to know if you are at a 4 or 5 on the Feelings Thermometer when you are angry? *You might lose control; you might do something you regret; you might say something you regret.*

Recognizing when we are going up the Feelings Thermometer gives us a chance to take charge of our feelings before our feelings take charge of us, and we say or do something we might later regret.

4. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

1. Have students think of a time when they were a little angry. Have them color their Feelings Thermometers to show how angry they were.
2. Once students have completed their thermometers, have them write an “I” Message for how they were feeling at that time (I felt angry because _____.) Students can refer to the model that you have written on the board.
3. Have students share their “I” Messages and Feelings Thermometers with their partners.
4. Summarize the activity by reminding students that our feelings can be strong or mild. The first step toward controlling our feelings is knowing how we feel.

Reflection

2 minutes



The Big Q:

Why is it important to recognize when we are going up the Feelings Thermometer?

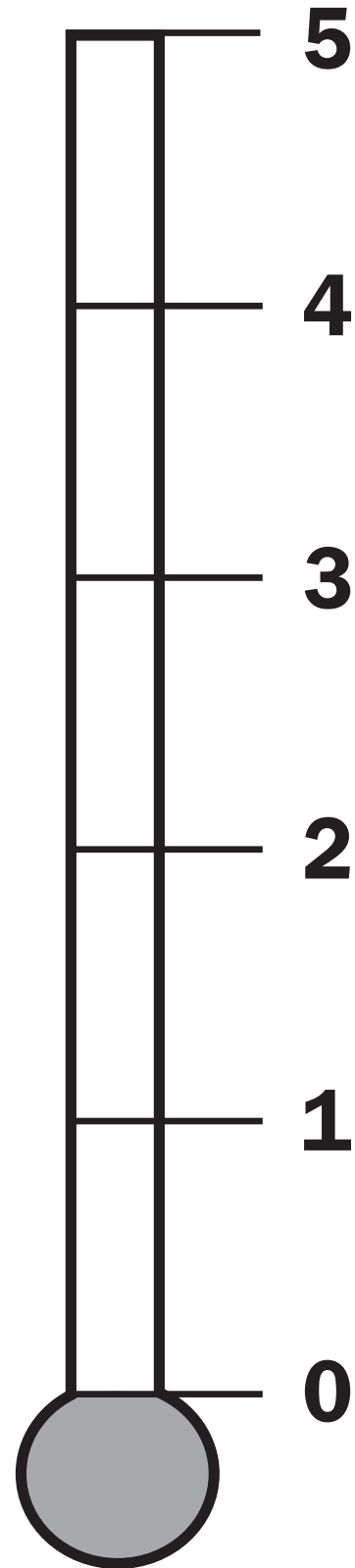
It helps us to be in control of our feelings.

Extend and Connect

- Have students rate their feelings on the Feelings Thermometer throughout the day, such as before recess, before a test, before a Brain Game.
- Discuss where characters in a book might be on the Feelings Thermometer.

Feelings Thermometer

I feel _____
because _____.



Feelings Leaves



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Stop and Stay Cool

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of Stop and Stay Cool during the day/week.

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

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Once students can recognize the intensity of their emotions, they can take steps to calm down. Being able to calm down allows students to make better decisions about their actions.

ADVANCE PREPARATION

- Access the “Stop and Stay Cool” video on the SFAF Online Resources.
- Have the GAT puppets ready, one for each student. Puppet cards should be glued to craft sticks.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Review what feeling very angry is like.
- Show the “Stop and Stay Cool” video.

Teamwork

- Have each student use a Chilly puppet to act out Stop and Stay Cool for his or her partner.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

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1. Refer back to the book *I Was So Mad* by Mercer Mayer. Ask students to give you an example of when they thought the main character was at a 4 or 5 on the Feelings Thermometer.

What does your body feel like when you are at a 5 on the Feelings Thermometer, and you are really angry? *My stomach is tight; I'm tearful.*
Debrief by taking responses from one or two partnerships.

Have any of you ever done something when you were mad that you later regretted? *Yes.*

- Emphasize to students that when you feel very angry, you may do or say things that you later regret. It is important to learn how to stop and stay cool so you can make better decisions.

Chilly had to learn this lesson when he was living in the forest. Let's take a look and figure out what Chilly learned to do.

2. Show the "Stop and Stay Cool" video, and debrief with students.

What happened to Chilly when he was at a 5 on the Feelings Thermometer? *He didn't catch the fish; he knocked his head on an anchor.*

What happened to Chilly after he stopped and stayed cool? *He caught the fish; he was more successful.*

3. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

1. Hand out a GAT puppet to each student. Number students in partnerships, or assign one student in each partnership to be a peanut butter and the partner to be a jelly.
2. Have one partner use his or her puppet to act out the Stop and Stay Cool Steps. When the partner is done, have the other partner do the same with his or her puppet.
3. Debrief the activity, and make sure that everyone understands the Stop and Stay Cool Steps. Emphasize that once a person is cool, he or she can make better decisions!

Reflection

2 minutes

tps

The Big Q:

What are the Stop and Stay Cool Steps?

1. *Recognize I am losing control.*
2. *Stop.*
3. *Give myself a Chilly hug.*
4. *Breathe in. 1-2-3-4-5. Breathe out.*
5. *I am cool and ready for school!*

Extend and Connect

- Have students practice the Stop and Stay Cool Steps throughout the day. Encourage them to use this strategy on the playground.
- When reading stories, identify characters that would benefit from stopping and staying cool.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Unit 4: Solving Conflicts Together

UNIT OVERVIEW

Unit Focus

Conflict is a normal part of life, so learning to solve conflicts in a productive way is a crucial skill to succeed in school and in life. In this unit, students will learn a win-win process to solve conflicts with others along with several common conflict solvers: taking turns, sharing, apologizing, and waiting. Finally in this unit, students will practice the cognitive skill of learning to stop and think before they act. The ability to control impulsive behavior is important so students can better utilize conflict-resolution skills and determine solutions to interpersonal problems.

Unit Outcomes

Students will:

- participate as active and successful members of a team and class;
- use active-listening skills during partner discussion and active instruction to take in, store, retain, and access information;
- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- understand how feelings and behaviors impact each other;
- learn effective and appropriate methods to express emotions to others;
- learn and utilize techniques to regulate emotions such as anxiety and anger;
- be able to identify and select effective solutions to a conflict; and
- practice controlling impulsive behavior to successfully think through decisions.

Books Used in Unit 4:

The Grouchy Ladybug by Eric Carle

Waiting Is Not Easy! by Mo Willems

Peter's Chair by Ezra Jack Keats

Win-Win Solutions to Conflict

Getting Along Together Routines

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

Chilly Challenge: Award points for using a win-win solution to a conflict.

Brain Game: Play Head, Shoulders, Knees, and Toes or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Conflicts are a normal part of living. It is how we solve a conflict that makes a difference. A caring community tries to solve conflicts in a win-win manner.

ADVANCE PREPARATION

- Have a copy of the book *The Grouchy Ladybug* by Eric Carle available.
- Have a pencil (or other item) to give to each team.
- Post the Chilly Challenge, and have the Chilly puppet available.

Agenda

Active Instruction

- Read the book *The Grouchy Ladybug* by Eric Carle to students.

Teamwork

- Give each team a pencil, and tell them that they must solve a problem, which is that they all want the pencil. Tell students that each team must provide a win-win solution to this conflict.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter.

Active Instruction

10 minutes



1. Explain that today during Getting Along Together we will discuss conflict.

Does anyone know what having conflict means? *Getting into a fight, a quarrel, to be at odds with someone.*

Today we are going to read a story about a ladybug that gets into a conflict with everyone. Let's see what happens.

2. Read the story, stopping to ask the following comprehension questions. (Page numbering starts with the first page of text.)

Page 3: **What does the grouchy ladybug want to do about the aphids?** *Answers may vary.*

Page 3: **What is the grouchy ladybug going to do?** *Answers may vary.*

Page 27: **Do you think the ladybug really wants to fight? Why?** *Answers may vary.*

Page 36: **Where do you think the ladybug may land?** *Answers may vary.*

Page 38: **What does the ladybug do? How do you think the grouchy ladybug feels now? Do you think the grouchy ladybug's decision to fight everyone was a good one?** *No.*

3. Conclude the story by stating:

Being grouchy is a feeling we all have sometimes. We also may have disagreements with others, but how we handle those feelings and disagreements matters. In class, we try to solve conflicts so everyone can feel OK about the outcome. We call that a win-win solution.



What might have been a win-win solution for the grouchy ladybug? *She could have shared the aphids, she could have stopped and stayed cool until she wasn't so grouchy and could make better decisions.*

4. Have Chilly introduce the Chilly Challenge.

Teamwork

8 minutes

1. Put a pencil on each desk. Tell the class:

I am putting a terrific pencil on each table. All of you will pretend to really, really want this pencil. I want you to brainstorm with everyone at your table one win-win way to handle the fact that you all want the pencil.



2. Debrief the activity. Have each table share an idea. Common win-win solutions might include: *share the pencil, take turns, pick a number each day for someone to have the pencil, get more pencils so everyone can have one, etc.*

Reflection

2 minutes



The Big Q:

What is a win-win solution to a conflict?

A win-win solution is a solution that both parties feel good about. It may not be exactly what each person wanted, but both people can live with the solution.

Home Connections

Pass out the Parent Peek letter for unit 4.

Extend and Connect

- Encourage students to use feelings words throughout the day. Prompt them with the sentence stem “I feel _____.”
- Have students identify win-win solutions to common classroom problems.
- Ask students to identify or generate win-win solutions for characters in a book.



Parent Peek Letter

Dear Parent or Family Member,

Conflicts are part of living with people. No one agrees with everyone all the time. Disagreements are normal, but how students solve their disagreements can make a big difference. This week your child is beginning a unit on learning to solve conflicts in a positive manner. Students will learn different ways to solve classroom conflicts so both parties can feel good about the outcome. In particular, your child will learn a method of solving conflicts called the Peace Path and will practice using different win-win solutions to conflict like sharing, apologizing, and taking turns.

There are several ways you can help at home:

- Have your child give you an “I” Message.
- Have your child practice Stop and Stay Cool at home.
- Have your child show you the different steps of the Peace Path.
- When watching TV, have your child identify conflicts and tell you if a TV character used a win-win solution to each conflict.

Please ask your child about his or her GAT lessons. I hope your child will be excited to share what he or she has learned!

Sincerely,

Your Kindergarten Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Taking Turns Together

Getting Along Together Routines

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

Chilly Challenge: Award points for examples of taking turns.

Brain Game: Play Freeze or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Conflict solvers are win-win solutions to conflict. Taking turns is a conflict solver that we can use in this classroom.

ADVANCE PREPARATION

- Have a ball or another toy ready for the class.
- Have sets of bubbles and wands available for each team.
- Have a timer ready for the class.
- Have the Chilly puppet available to introduce the Chilly Challenge.

Agenda

Active Instruction

- Review win-win solutions.
- Use a ball or other toy to identify taking turns as a conflict solver.
- Show the Conflict Solvers poster. Identify taking turns as a conflict solver.
- Have Chilly introduce the Chilly Challenge.

Teamwork

- Have students share the bubbles and wands in teams by taking turns. Use a timer to establish a limit for each turn.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

1. Review win-win solutions. These are solutions that can solve conflicts in such a way that all parties can feel OK with the outcome.
2. Show the class the ball (or other toy).
Ask:
How many students would like to play with this ball? *Answers will vary.*
We only have one ball. What can we do? *Take turns.*
3. Show the Conflict Solvers poster. Identify taking turns as one of the win-win conflict solvers. Explain that these solutions are called conflict solvers because they help us find win-win solutions to conflicts.
4. Show the timer, and explain that a timer can be a useful tool when we take turns. Each person can have a certain amount of time to play with a toy. The timer is kept at the Thinking Spot.
5. Have Chilly introduce the Chilly Challenge.

Teamwork

8 minutes



1. Have students work in teams of four for this activity if possible. (If working in teams is too difficult, this activity can be done in partner pairs.)
2. Show the class the timer, and talk about how it works.
3. Pass out one each of the following items to each team or partner pair:
 - a. a bottle of bubbles, and
 - b. a bubble wand.
4. Have students take turns making bubbles. Use the timer, or appoint a student to be the official timer to determine the length of each person's turn.

Reflection

2 minutes



The Big Q:

Identify one time that you solved a conflict by taking turns.

Answers will vary.

Extend and Connect

- Have students practice taking turns at recess.
- Incorporate taking turns into classroom activities.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Waiting Can Be Hard

Getting Along Together Routines

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

Chilly Challenge: Award points for examples of waiting patiently as often as possible during the day/week.

Brain Game: Play Don't Break the Sugar Bowl daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling in preparation for Class Council.



Key Point of the Lesson: It is hard to wait, which is one reason why taking turns is hard. Knowing how to wait is an important skill to have to solve a problem thoughtfully or to manage one's behavior both in the classroom and at home. We all need to be able to wait.

ADVANCE PREPARATION

- Have the book *Waiting Is Not Easy!* by Mo Willems available.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Review win-win solutions and the conflict solver taking turns. Explain to students that sometimes win-win solutions like taking turns are hard to do because it can be difficult to wait for your turn. Waiting is not easy!
- Read the book *Waiting Is Not Easy!* by Mo Willems to students.
- Have Chilly introduce the Chilly Challenge.

Teamwork

- Have students wait for one minute and then discuss what they did to be able to wait quietly.

Reflection: Ask the Big Q.

Active Instruction

15 minutes



In the last class, we talked about win-win solutions, and we identified taking turns as one such win-win solution.

1. Have students discuss why taking turns is sometimes hard to do. *It's hard because you want it to be your turn; it is hard to wait.*
2. Highlight for students that taking turns can be hard because sometimes it is difficult to wait.
3. **Ask: Can you think of a time when it was hard for you to wait?** *Accept appropriate answers.*
4. Introduce the book *Waiting Is Not Easy!* by Mo Willems.

Waiting can be hard, but learning to wait can be helpful. Let's read this story about an elephant that had trouble waiting.

5. Read the story to students. At the end of the story, ask students if the waiting that the elephant had to do was worth it.
6. **What are some thing you can do to help yourself be able to wait?** *Think of something else, stop and stay cool, find something else to do, etc.*
7. Chart students' ideas on chart paper. Identify these strategies as part of the Stop and Think skill. **Stop and Think is one of the skills we practice with our Brain Games. Being able to wait is the first step to stopping and thinking before you act.**



8. Show students the Stop and Think Signal.

When we need to work on being able to stop and think, we can remind one another by using the Stop and Think Signal.

9. Have students practice using the Stop and Think Signal.
10. Have Chilly introduce the Chilly Challenge.

Teamwork

3 minutes

1. Using a kitchen timer, have students wait quietly for one minute. When the minute is up, have students tell their partners what they did to be able to wait quietly.
2. Debrief by having a few partners share their ideas.

Reflection

2 minutes



The Big Q:

Give one strategy that you can use to be able to wait.

Answers will vary.

Extend and Connect

- Have students practice waiting throughout the day. For example, have students wait for fifteen seconds when they line up, have snack, at the end of the day, etc.
- Model strategies to wait throughout the day.
- Highlight student examples of waiting quietly.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Share, Share Alike

Getting Along Together Routines

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

Chilly Challenge: Award points for examples of taking turns or sharing.

Brain Game: Play Freeze or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Sharing is another win-win strategy for solving a conflict.

ADVANCE PREPARATION

- Have a copy of *Peter's Chair* by Ezra Jack Keats available.
- Prepare the cookie handouts, one for each partnership in the class.

Agenda

Active Instruction

- Review win-win solutions, and identify sharing as another win-win strategy.
- Read the book *Peter's Chair* by Ezra Jack Keats to students.

Teamwork

- Hand out a cookie picture to each partnership, and have partners decide what they would do if both of them wanted the cookie.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

1. Explain to students that today the class will focus on another win-win strategy: sharing.

Today's story is called *Peter's Chair*. Do any of you have a baby sister or brother? Today's story is about a boy named Peter who is learning how to share his things with his baby sister. Do you think it will be easy for Peter to share? Why? Let's read our story to see what happens to Peter and his sister.

Page 4: **What happened to Peter's building?** *His building fell down.*

Why does Peter's mother tell him to play more quietly? *Because there is a baby in the house.*

Page 10: **Why are they painting Peter's baby furniture pink?** *It is for his baby sister.*

How do you think Peter feels about his furniture being painted pink? *Mad.*

What do you think Peter will do with his blue chair? *Answers will vary.*

Page 14: **What is Peter going to do?** *He is going to run away.*

Is that a good or bad choice for Peter to do with his angry feelings? *A bad choice. He might get hurt or lost.*

What else could Peter do? *He could tell his mom or dad; he could share his furniture.*

2. Highlight that Peter's feelings are natural, but he has many choices about how to handle those feelings. Some choices may be better than others.

Page 15: **Where does Peter go?** *Peter goes outside in front of his house.*

Page 17: **Why couldn't Peter sit in his chair?** *He is too big.*

Page 19: **What do you think Peter will do now?** *Answers will vary.*

Page 21: **Where do you think Peter is hiding?** *Answers will vary.*

Page 25: **What does Peter decide to do with his chair?** *Peter decides to paint it pink for his sister.*



Peter decides that he could share as a solution to his problem. How do you think Peter feels when he does that? *Good. Sharing is another good win-win solution to conflict.*

3. Have Chilly introduce the Chilly Challenge.

Teamwork

8 minutes

1. Hand out a cookie picture to each partnership.
2. Tell each partnership that they have one cookie that they both would like to eat. How are they going to solve this problem? Have each partnership decide how they will share their one cookie.
3. Debrief by having a few partnerships share their ideas.

Reflection

2 minutes



The Big Q:

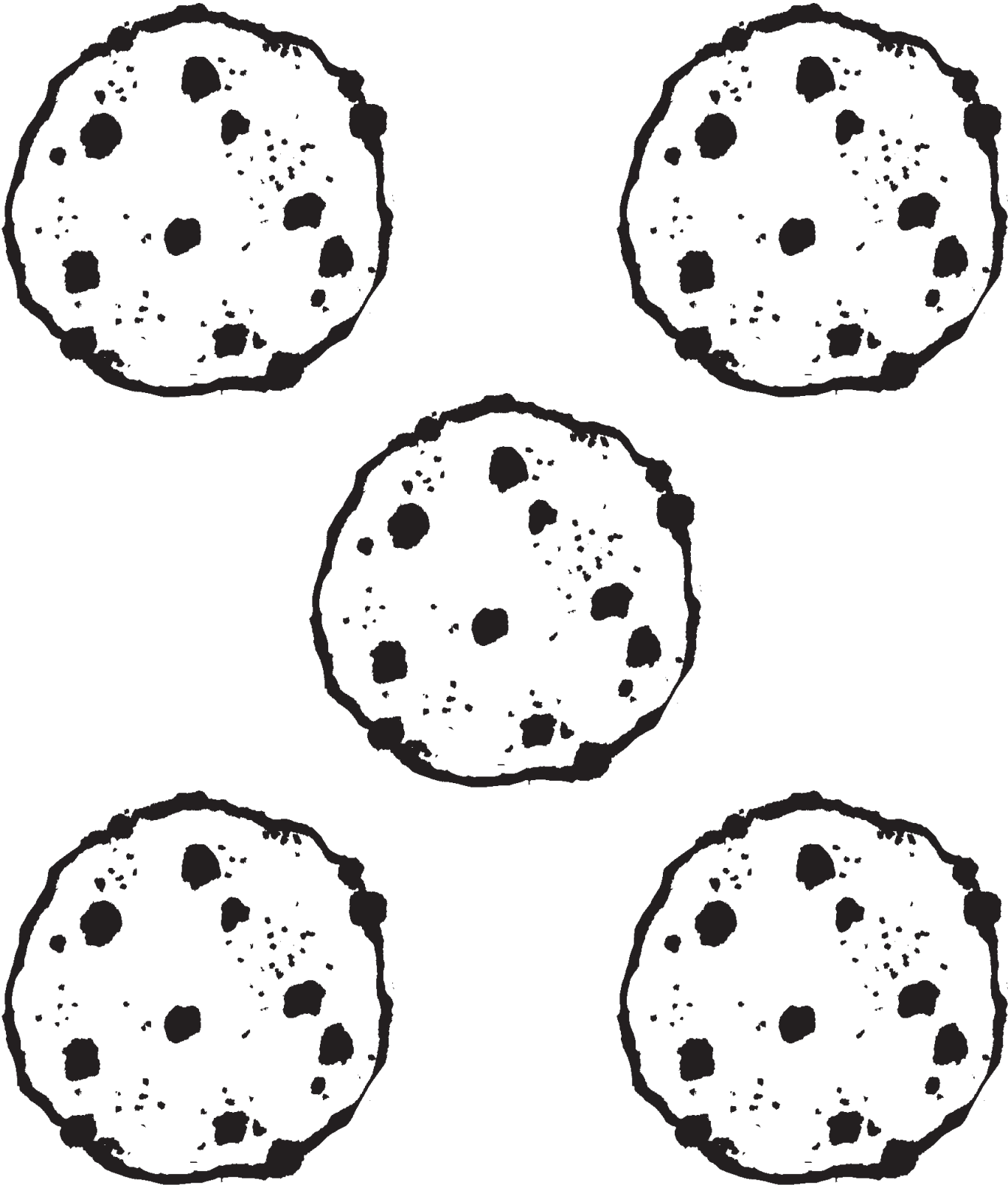
When was a time that you solved a conflict by sharing?

Answers will vary.

Extend and Connect

- Offer multiple opportunities for students to share. When doing a project, make sure that students need to share materials, or have students share a snack during snack time.
- Model sharing throughout the day.
- Highlight student examples of sharing.

Cookies



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Share, Share Alike, Part 2

Getting Along Together Routines

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

Chilly Challenge: Award points for examples of taking turns or sharing.

Brain Game: Play Simon Says or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Taking turns and sharing are two win-win solutions to conflict.

ADVANCE PREPARATION

- Have a copy of *Peter's Chair* by Ezra Jack Keats available.
- Duplicate the puppet blackline master.
- Have one brown paper bag for each student.
- Make a master puppet model.
- Have one box of crayons, one tube of glue, and one pair of scissors for each team of four students.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Review win-win solutions and the conflict solvers, sharing and taking turns.
- Review the book *Peter's Chair*.
- Have Chilly introduce the Chilly Challenge.

Teamwork

- Have students share the glue and crayons to make paper bag puppets.

Reflection: Ask the Big Q.

Active Instruction

5 minutes

1. Review the book *Peter's Chair* with students. Ask predictive and summative questions to motivate the children to recall story details. Some sample questions are listed below.

What was the title of the story? *Peter's Chair.*

Who were the main characters? *Peter, Mom, Dad, and Baby Susie.*

Why was Peter upset? *He didn't want to share his furniture with his baby sister.*

What did Peter do with his chair? *He took the chair and ran away.*

What else did Peter take with him? *Peter took Willie the dog, the biscuits, a baby picture of himself, and a toy crocodile.*

What made Peter change his mind about running away? *He was too big for the chair.*

What did Peter decide to do with the chair? *Peter decided to paint the chair pink for his baby sister, Susie.*

What did Peter learn? *Peter learned to share.*

What was your favorite part of the story? Why? *Answers will vary.*

2. Have Chilly announce the Chilly Challenge.

Teamwork

13 minutes

1. Have students work in groups of four.
2. Explain to students that they will make a puppet today.
3. Give each student a paper bag and a copy of Peter's head to glue to the bag to make a paper bag puppet.
4. Give each group of four students a box of supplies with one pair of scissors, a glue stick, and one box of crayons in it.
5. Show students a model of the paper bag puppet. Explain that each of them will make a puppet, but they will have to help one another by taking turns and sharing the supplies. (If you feel that students may have difficulty cutting out the puppet head, you may prefer to do that yourself.)
6. Have teammates practice taking turns with the glue, scissors, and crayons.
7. Debrief the activity by asking students what they did to share their supplies.

Reflection

2 minutes



The Big Q:

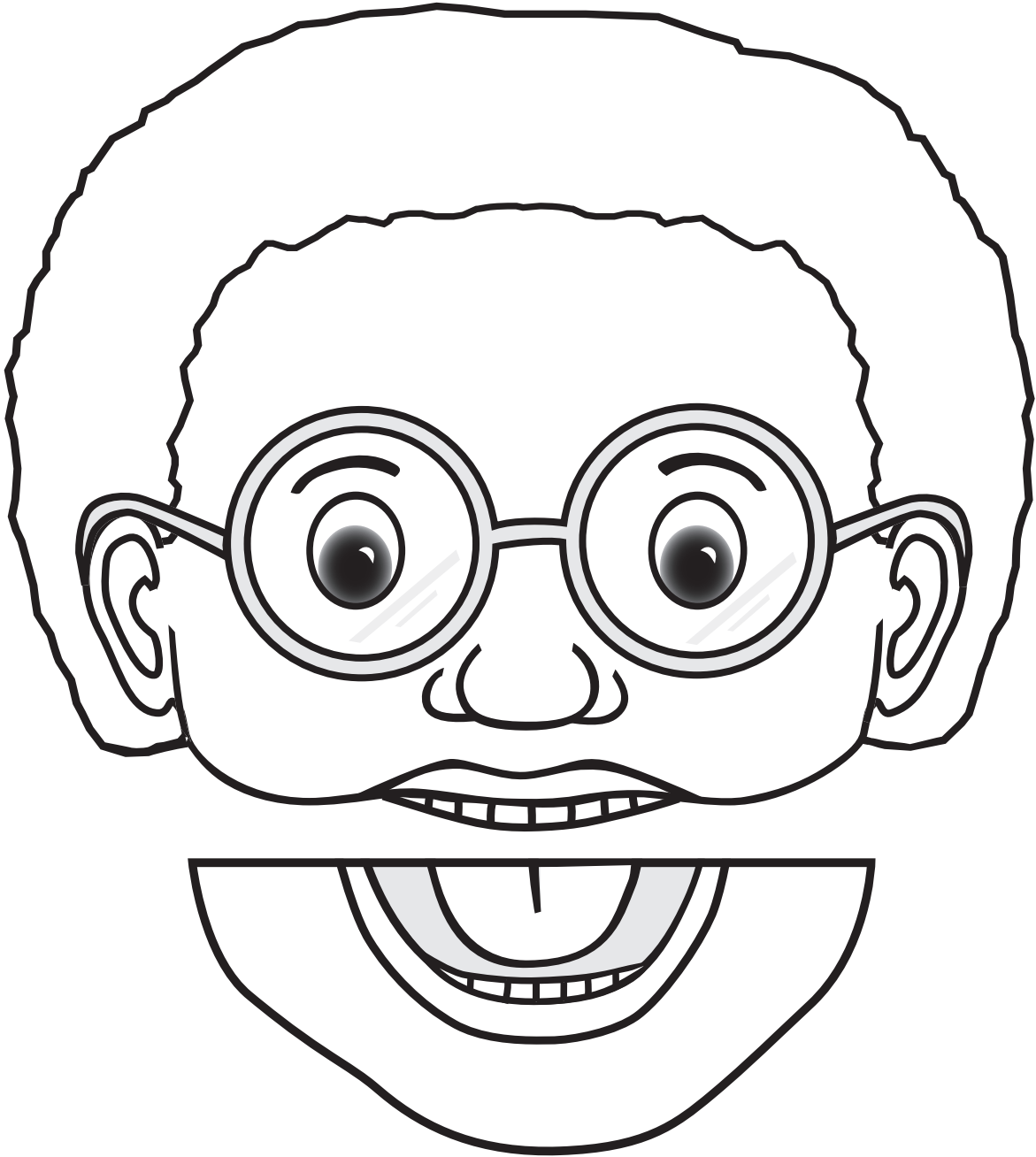
Give an example of a time when you took turns in school.

Answers will vary.

Extend and Connect

- Offer multiple opportunities for students to share. When doing a project, make sure that students need to share materials, or have students share a snack during snack time.
- Model sharing and taking turns throughout the day.
- Highlight student examples of sharing and taking turns.

Puppet



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s Chilly Challenge).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

I'm Sorry

Getting Along Together Routines

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

Chilly Challenge: Award points for students giving apologies.

Brain Game: Play The Pickler or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Apologizing is another win-win conflict solver. To give an effective apology, you should look at the listener, use a caring tone of voice, say the person's name, and state exactly why you are sorry.

ADVANCE PREPARATION

- Have the Chilly puppet and a stack of paper available.
- Give each team a set of GAT stick puppets (one for each student).
- Prepare the following "I" Message template on a sentence strip or the board: I feel _____ because _____.
- Have chart paper and a marker available.

Agenda

Active Instruction

- Review win-win solutions, and identify and role-play apologizing as a good conflict solver.
- Review "I" Messages.
- Record the parts of a good apology on chart paper.
- Have Chilly announce the Chilly Challenge.

Teamwork

- Have partners role-play giving an "I" Message and apologizing.

Reflection: Ask the Big Q.

Active Instruction

9 minutes

1. Welcome students to another GAT lesson in which we focus on win-win solutions to conflict.

What win-win solutions to conflict have we practiced so far? *Taking turns and sharing.*

Role-play the following scenario. Have Chilly appear and say, **“I am late for recess!”** Have Chilly rush and knock a pile of your papers onto the floor. Say something like, **Oh no, my papers! Chilly just knocked all of my papers onto the floor. What should I say?** *An “I” Message.*

2. Have an “I” Message template on the blackboard or a sentence strip. Remind students that they learned to use “I” Messages to tell someone how they are feeling.

I am going to use an “I” Message: Chilly, I feel frustrated because you knocked my papers onto the floor!

What could Chilly do to solve this problem? *Apologize.*

Why is an apology a way to solve this problem? *It shows that you care about other people's feelings; it means you won't do it again.*

3. Role-play an insincere apology. Say sorry in a sarcastic tone, and do not look at the listener.

What if I said, “Sorry,” (in a sarcastic tone without looking at Chilly)? **Do you think this is a good apology?** *No.*

What should I do differently? *Say it like you mean it; look at the person; sound like you care; say what you are sorry about; use the person's name.*

4. Complete a Looks Like/Sounds Like chart for an apology.

Apology

Looks Like	Sounds Like
Look at the person. Use a caring facial expression.	Speak clearly with a kind tone of voice. Say the person's name. Say what you are sorry for.

5. Have Chilly give a good apology for spilling the papers on the floor (for example, “Ms. _____ or Mr. _____, I am sorry that I spilled your papers on the floor by mistake.”).

Was that a good apology? Why? *Yes. It sounded sincere; he looked at you; he said your name and what he was sorry about.*

6. Have Chilly announce the Chilly Challenge.

Teamwork

9 minutes

1. Have students work in partnerships at their tables. Give each student a GAT puppet.
2. Number or assign students to be either a Peanut Butter or Jelly for the following activity.

3. Read the following short scenarios, and have students take turns giving an “I” Message and an apology after each scenario.
 - **Peanut Butter bumped into Jelly, and Jelly’s ice cream cone fell on the ground.**
 - **Jelly was running on the playground and knocked into Peanut Butter by mistake.**
 - **Peanut Butter borrowed Jelly’s pencil and broke it.**
 - **Jelly knocked over Peanut Butter’s block tower.**
4. Circulate during this activity to ensure that students are giving correct “I” Messages and all the parts of an apology. Stop after each scenario, and call on a partnership to demonstrate their “I” Message and apology.
5. Congratulate the group on giving good apologies.

Is there anything else, in addition to apologizing, that might have helped to solve these conflicts? *Make amends; fix the problem.*
6. Emphasize that there are many ways to solve a conflict. Apologizing is one good way. Sometimes a person can apologize and then try to fix the problem.



Reflection

2 minutes



The Big Q:

What is one part of a good apology?

Look at the person; use his or her name; be sincere; talk kindly; say what you are sorry about.

Extend and Connect

- Model giving appropriate “I” Messages and apologies throughout the day.
- During reading, if a character in a book creates a conflict, have students create a good apology that the character could deliver.
- Highlight student examples of good apologies.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Brain Game: Stop and Think

Getting Along Together Routines

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

Chilly Challenge: Award points for students focusing or using Stop and Think.

Brain Game: Play Freeze or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: We play Brain Games to help us improve our thinking skills. We have practiced focusing to improve our listening skills, and we are practicing Stop and Think to help avoid conflicts or to solve conflicts in constructive ways. If we stop and think before we act, we make better decisions.

ADVANCE PREPARATION

- Access the Stop and Think video on the SFAF Online Resources.
- Have chart paper prepared with the Stop and Think steps.
 - Stop.
 - Take a deep breath.
 - Think about the best thing to do.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Review win-win solutions.
- Review the purpose of Brain Games, and review the Stop and Think Signal.
- Show the Stop and Think video.
- Have Chilly announce the Chilly Challenge.

Teamwork

- Have students practice the Stop and Think steps.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

1. Welcome students to another GAT lesson in which we focus on ways to solve conflicts in a win-win way.

To find win-win solutions to conflict, we need to be able to take the time to stop and think.



Why do we need to stop and think before we act? *We might not make a good decision if we don't think about it first; we might do things we regret; we might not really understand the problem.*

Learning to stop and think before we act is an important first step in solving conflicts and making good decisions. Let's watch this video about Chilly and see how Chilly learned to stop and think.



2. Show the video.
3. Debrief the video. Review the steps to Stop and Think on chart paper.

We also have a signal that we can use to help us remember to stop and think. Model the Stop and Think Signal, and have students try it. **Whenever we really need to stop and think about something, I will use this signal. You can use this signal, too, when working with your partner or team. We also have Brain Games to help us practice this skill. Remember, Brain Games are games in which we train our brains to get better at doing important skills. We have practiced learning to focus, and now we will practice stopping and thinking.**

4. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

1. Use the Stop and Think Signal. Have students practice stopping and thinking by playing Simon Says.
2. Debrief the activity by asking: **What did you do to get better at Simon Says?**
Focused on the task, tried to stay calm, thought about what I was supposed to do, etc.

Reflection

2 minutes



The Big Q:

What are the Stop and Think steps?

Stop, take a deep breath, and think about the best thing to do.

Extend and Connect

- Model the Stop and Think steps throughout the day.
- Read a book in which a character gets himself or herself in trouble because he or she did not stop and think (e.g., *Strega Nona*). Have students use the Stop and Think Signal when they think the character should stop and think.
- Highlight student examples of stopping and thinking.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

The Peace Path, Part 1

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of "I" Messages as often as possible during the day/week.

Brain Game: Play a Stop and Think Brain Game (e.g., Don't Break the Sugar Bowl) daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: We have been learning skills to solve conflicts in a win-win way. The Peace Path is one way to use all the skills that we have learned when we have a problem. Using an "I" Message and really listening are the first steps to solving a problem with the Peace Path.

ADVANCE PREPARATION

- Access the "Peace Path" video on the SFAF Online Resources. Be ready to stop the video after step 1.
- Have the Peace Path poster displayed where you can refer to it.
- Have chart paper prepared with an "I" Message template and information about active listening.
 - "I" Message
 - I feel _____ because _____.
 - Active listening
 - Look at the speaker.
 - Sit still with hands in your lap.
 - Be quiet.
- Have GAT puppets available, one for each student.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Review “I” Messages and active listening.
- Show the Peace Path video. Stop the video after step 1.
- Have Chilly announce the Chilly Challenge.

Teamwork

- Have students use the GAT puppets to practice demonstrating active listening and giving “I” Messages with their partners.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

tps

1. Welcome students to another GAT lesson in which we focus on ways to solve conflicts in a win-win way.

Today we will begin to put together everything we have talked about by learning how to use the Peace Path.

What is a path? *A road, something we walk on.*

What do we mean by *peace*? *No fighting, people getting along.*

If we know what a path is and we know what peace means, what do you think we mean by the Peace Path? *Something we can walk on to stop fighting, a way to solve conflicts, steps to take to solve a problem.*

The Peace Path gives us a way to stop and think and then solve a problem. Let’s watch how the Peace Path helps Chilly.



2. Show the video, and stop it after step 1.
3. Debrief the video. **The first step of the Peace Path is for the person who has a problem to use an “I” Message to let the other person know. What is an “I” Message?** *I feel _____ because _____. The other person listens carefully and then says back what he or she heard to the person. Why does the person say the message back?* *To make sure that he or she understands the problem correctly.*
4. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

1. Have students use the GAT puppets to practice doing the first step.
2. Assign numbers or roles using Peanut Butter and Jelly designations, and have students practice their skills using the following scenarios. Model the first one by using two students, or have a student help you model it.

Peanut Butter is mad because Jelly will not share his ball with him.

- i. Peanut Butter should give an “I” Message to Jelly.
 - ii. Jelly should say back what he heard.
 - iii. Jelly should give an “I” Message to Peanut Butter about why he doesn’t want to share his ball.
 - iv. Peanut Butter should say what he heard back to Jelly.
3. Have students practice with the following scenarios.
 - a. Jelly is hurt because Peanut Butter won’t play with him.
 - b. Peanut Butter is mad because Jelly took his pencil.
 4. Circulate to ensure that students are using “I” Messages, the active-listening posture, and Say It Back correctly. Stop and model these skills if necessary.

Reflection

2 minutes



The Big Q:

Why is active listening important when someone gives you an “I” Message?

You need to make sure you really understand the problem; it helps you focus on what the person is saying.

Extend and Connect

- Model giving “I” Messages throughout the day. Be sure to identify what you are doing.
- Use Say It Back when students are answering or asking questions to check for understanding. Be sure to identify what you are doing.
- Have students create “I” Messages for characters in a book who are having a problem.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

The Peace Path, Part 2

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of active listening as often as possible during the day/week.

Brain Game: Play My Hat Has Three Corners or another Stop and Think Brain Game daily.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: Students have been learning skills to solve conflicts in a win-win way. The Peace Path is one way to use all the skills we have learned to solve a problem. After students have identified their problem through an "I" Message, they will brainstorm win-win solutions to solve the problem and agree on a solution.

ADVANCE PREPARATION

- Access the "Peace Path" video on the SFAF Online Resources.
- Have the Peace Path poster displayed where you can refer to it.
- Have chart paper prepared with an "I" Message template and information about active listening.
 - "I" Message
 - I feel _____ because _____.
 - Active listening
 - Look at the speaker.
 - Sit still with hands in your lap.
 - Be quiet.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Briefly review “I” Messages and active listening as the first step of the Peace Path.
- Show the entire Peace Path video.
- Highlight the last two steps of the Peace Path: each person suggests a solution, and then both parties need to pick a win-win solution to try.
- Have Chilly announce the Chilly Challenge.

Teamwork

- Have partners select win-win solutions for a variety of scenarios.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

tps

1. Welcome students to another GAT lesson in which we focus on ways to solve conflicts in a win-win way by using the Peace Path.

Today we will continue to focus on how to use the Peace Path to solve problems.

What is the first step of the Peace Path? *Each person has a chance to say his or her problem, and the other person restates it to make sure that he or she understands what the person said.*

2. Tell students that they saw part of the Peace Path video last time. Explain that this time you will show the entire video so students can see how Chilly and Buster solved their problem.

What do you think Buster and Chilly will do to solve their problem?
Answers will vary.



3. Show the Peace Path video.
4. Debrief the video. Highlight that in the Peace Path process, people work together to brainstorm win-win solutions to their problem, and then they select one solution to try.
5. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes



1. Have students sit with their partners. Have each partnership identify who will be Jelly and who will be Peanut Butter.
2. Read each scenario, and have students practice doing the last two steps of the Peace Path to solve the problem. Make sure that each student suggests a win-win solution, and make sure that *both* students agree on one solution to try. Stop after each scenario to debrief the activity to ensure that both partners are suggesting a win-win solution and that they both agree on which solution to select. Circulate to make sure that students are clear on the Peace Path process.

3. Debrief after each of the following scenarios.
 - a. Jelly wants to use Peanut Butter's red crayon, but Peanut Butter won't give it to him.
 - b. Peanut Butter was first in line, and Jelly pushed him out of the way.
 - c. There is only one basketball in the gym, and Peanut Butter and Jelly both want to use it.
 - d. Jelly ripped Peanut Butter's paper by mistake.

Reflection

2 minutes



The Big Q:

Why is it important to pick a win-win solution when using the Peace Path?

To solve a conflict, both people need to feel OK about the solution.

Extend and Connect

- Model win-win solutions throughout the day.
- Any time you see a win-win solution to a conflict, highlight it for students.
- Have students be conflict solver spies and watch for win-win solutions to conflict. Have them share their findings at Class Council or at the end of the day.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Putting It All Together: The Peace Path

Getting Along Together Routines

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

Chilly Challenge: Award points for students' use of Stop and Stay Cool as often as possible during the day/week.

Brain Game: Play Freeze or another Stop and Think Brain Game daily. Make sure to highlight the purpose of the Brain Game.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: We have been learning skills to solve conflicts in a win-win way by using the Peace Path. To use the Peace Path successfully, we must use Stop and Stay Cool first if we are angry or upset so we can stop and think before we act or decide the best way to solve the problem.

ADVANCE PREPARATION

- Display the Peace Path poster where you can refer to it.
- Have chart paper prepared with an "I" Message template and information about active listening.
 - "I" Message
 - I feel _____ because _____.
 - Active listening
 - Look at the speaker.
 - Sit still with hands in your lap.
 - Be quiet.
- Have GAT puppets available at each table.
- Copy a Peace Path handout for each partnership.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Briefly review the steps of the Peace Path.
- Explain to students that if they are at the top of the Feelings Thermometer, they should use Stop and Stay Cool before they use the Peace Path. That way they can come up with a win-win solution that both parties can feel OK about.
- Model using the entire Peace Path with a student.
- Have Chilly announce the Chilly Challenge.

Teamwork

- Have students use the GAT puppets with their partners to practice doing all the Peace Path steps.

Reflection: Ask the Big Q.

Active Instruction

10 minutes

1. Welcome students to another GAT lesson in which we focus on ways to solve conflicts in a win-win way by using the Peace Path.

Today we will continue to focus on how to use the Peace Path to solve problems.



Why could it be hard to use the Peace Path sometimes? *Sometimes you are too mad to think clearly. If I were really, really mad, like at a 5 on the Feelings Thermometer, what should I do first before I am ready to use the Peace Path? Stop and stay cool. Using the Peace Path means I have to be able to stop and think, but that will be hard if I am really upset or angry. It is important to use Stop and Stay Cool first, so you are ready to make win-win decisions.*

2. Have a student volunteer model the entire Peace Path with you. Use the following scenario or another scenario of your choice.

You are very mad because your partner took your pen without asking.

- Model Stop and Stay Cool.
 - Do the steps of the Peace Path with your student volunteer.
3. Debrief the activity. Ask students what you did first. Highlight that the first thing you did was to stop and stay cool so you were ready to think clearly.
 4. Have Chilly announce the Chilly Challenge.

Teamwork

8 minutes

1. Have students sit with their partnerships. Number each partner, or have partners identify who will be Jelly and who will be Peanut Butter.
2. Give each partner a GAT puppet, and provide a Peace Path handout for each partnership.
3. Have each partnership practice Stop and Stay Cool then practice the steps of the Peace Path for the following scenario. Stop after each step, and have one or two partnerships demonstrate what they did for that step.

Jelly built a tower with blocks, and Peanut Butter knocked it down.

4. Circulate to ensure that students are doing the process correctly. Make sure that partners retell after hearing the problem and that both partners suggest a possible solution.
5. Congratulate the class, and highlight anything you saw students doing particularly well.

Reflection

2 minutes



The Big Q:

If you are very angry or upset about something, what do you need to do first before you can do the Peace Path?

Stop and stay cool.

Extend and Connect

- Model win-win solutions throughout the day.
- Identify any time you see or implement a win-win solution to a conflict.
- Practice Stop and Stay Cool throughout the week.
- Have students be conflict solver spies and watch for win-win solutions to conflict. Have them share their findings at Class Council or at the end of the day.



Peace Path



Step 3: Solve the Problem

Discuss and agree on a win-win solution to try.



Discuss and agree on a win-win solution to try.



Step 2: Brainstorm Solutions

Green suggests a conflict solver.



Blue suggests a conflict solver.



Step 1: Tell the Problem

Green says,
I feel _____ because _____ .
Blue says,
You feel _____ because _____ .



Blue says,
I feel _____ because _____ .
Green says,
You feel _____ because _____ .



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week (see next week’s lesson).
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

What Have We Learned?

Getting Along Together Routines

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

Chilly Challenge: Award points for students helping and encouraging others as often as possible during the day/week.

Brain Game: Play Hot Potato or another Memory Brain Game daily. Make sure to highlight the purpose of the Brain Game.

Chilly Chips: Count chips at the end of each day. Review the weekly Chilly Chip goal, or monitor how quickly the bowl is filling up in preparation for Class Council.



Key Point of the Lesson: We have learned many things this year about how to get along with one another. This lesson reviews Stop and Stay Cool, Stop and Think, win-win solutions, active listening, focusing, and “I” Messages.

ADVANCE PREPARATION

- Have the Getting Along Together skill cards prepared so there is one card for each team.
- Have a heart page prepared for each student.
- Have the Chilly puppet available.

Agenda

Active Instruction

- Briefly review what students have learned, and congratulate the class on being GAT superstars.
- Have Chilly congratulate the class and announce the Chilly Challenge.

Teamwork

- Have a skill card for each team. Explain that each team will need to demonstrate the skill on their card.
- Have a heart page available for each student. Have students' partners (or teams, if time allows) write or draw a compliment on each heart.

Reflection: Ask the Big Q.

Active Instruction

8 minutes

1. Welcome students to the last GAT lesson. Congratulate them for working to become GAT stars this year.

Today we are going to review many of the things we have learned this year. Can anyone tell me something that he or she learned in GAT this year? Accept appropriate answers.

2. If students have missed any key GAT skills, mention those skills, and make sure students know what the skills are. Skills that should be mentioned include:
 - Memory Brain Games, Stop and Think, and focus
 - Hand signals for memory, Stop and Think, and focus
 - The Peace Path
 - Class Council
 - "I" Messages
 - Win-win solutions
 - Active-listening posture
 - Say It Back
 - Conflict solvers: Share, take turns, and apologize
 - The Cool Kid
 - Chilly Challenge/Chilly Chips
3. Have Chilly congratulate the group on being great problem solvers and announce the Chilly Challenge.

Teamwork

10 minutes

1. Have students sit with their teams. Give each team a skill card. Have each team plan together and decide how they can demonstrate the skill on their card.
2. Have each team demonstrate the skill on their card without saying what the skill is. Let the class guess which skill each team is demonstrating.
3. Congratulate the group. Hand out a heart to each student. Have students' partners (or teams, if time allows) write a compliment or draw something they like about their partners (or team members).

4. Give a cheer to end the year!

Reflection

2 minutes



The Big Q:

How will you use your GAT skills over the summer or outside of school?

Answers will vary.

Extend and Connect

- Have students use the signals for focus, Stop and Think, and memory.
- Identify any time you see or implement a win-win solution to a conflict.
- Practice Stop and Stay Cool throughout the week.
- Have students be conflict solver spies and watch for win-win solutions to conflict. Have them share their findings at Class Council or at the end of the day.

Getting Along Together Skills Cards

Stop and Stay Cool



Stop and Think



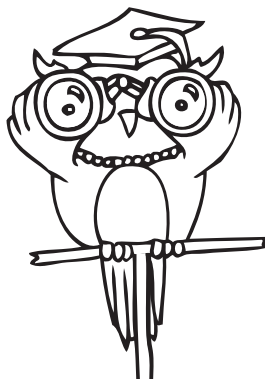
Win-Win Solution



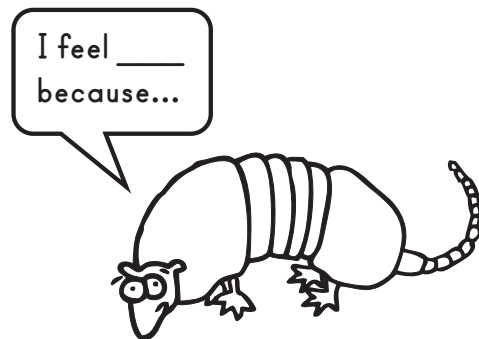
Active Listening

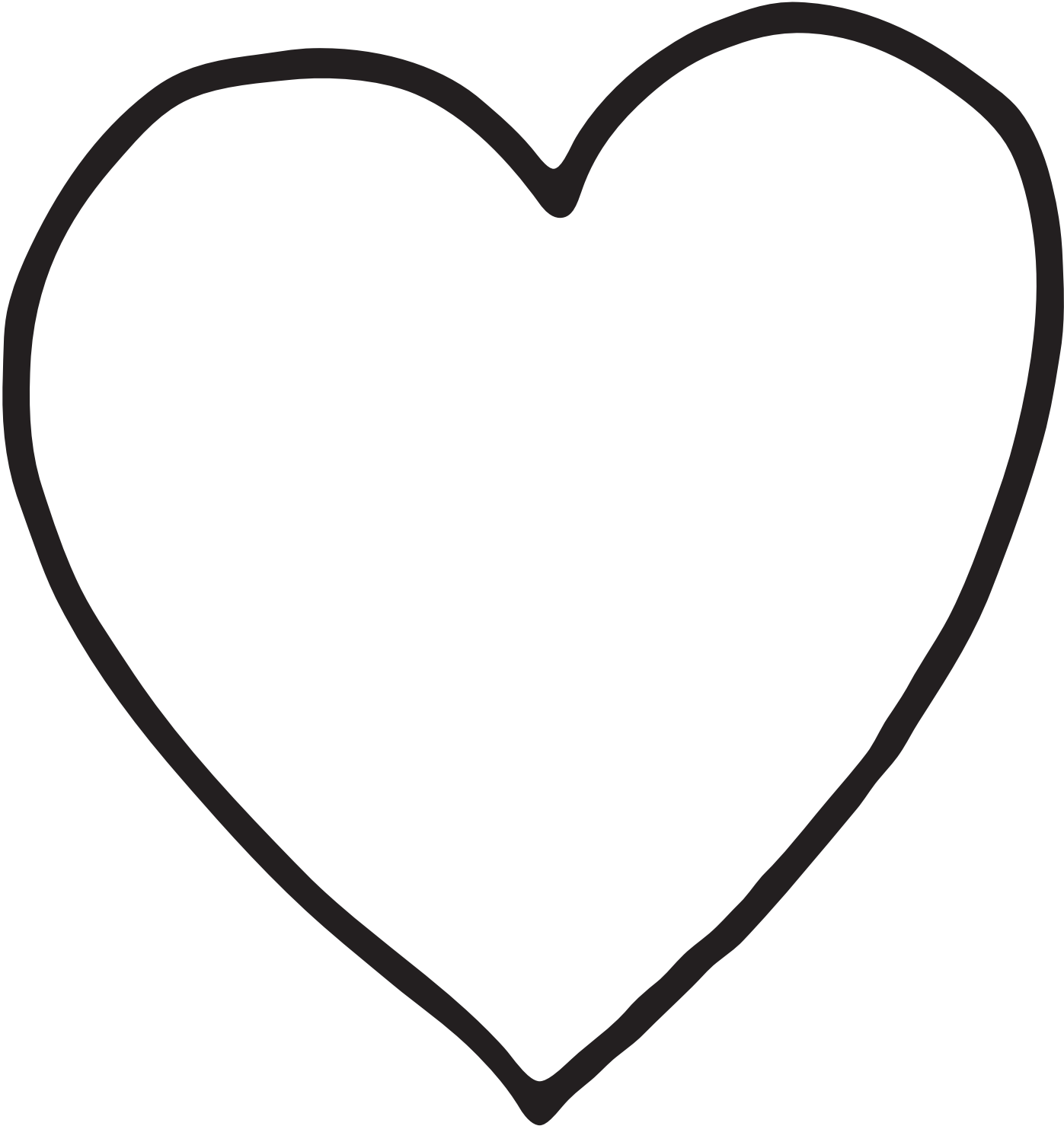


Focus



“I” Message





Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- Have the Chilly puppet and a bowl with the Chilly Chips available.
- Consider specific examples of what the class did well and good examples of appropriate Chilly Challenge behaviors from this week.
- Identify an area for improvement.
- Prepare the Cool Kid certificate.

10 minutes

Part I: Review the week.

- With input from the students, review the week, highlighting and celebrating examples of what went well.
- Practice any GAT skill that still needs work.
- Goal setting:
 - Review last week’s goal, and assess progress on the Chilly Challenge.
 - Identify a new goal for the upcoming week.
 - Post the goal.

10 minutes

Part II: Celebrate

- Have Chilly come out and award team celebration stickers and help with team cheers.
- Have Chilly award the Cool Kid certificate.
- Play a Brain Game if time allows.

Getting Along Together

2nd Edition

To succeed in school and life, students need to master reading, math, and other academic skills. Developing those skills requires that students *learn how to learn*, both independently and with others. Getting Along Together 2nd edition is a schoolwide program and curriculum that helps students build these skills and apply them both in and out of the classroom. It teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and cope with their feelings—all in ways that support learning and life success.



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.