



Team Works

A Teacher's Guide to Student Collaboration

- Teacher-driven classroom activities to develop collaboration skills (includes student handouts)
- Audience: Ages 7 -14
- Aligns with the Collaborative for Academic, Social, and Emotional Learning standards

Team Works Guide

Activities to promote healthy, creative and productive collaborations
in your project-learning teams

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Team Works Guide

Introduction on how to use this guide

Intro

Working together on teams has always been a challenge, at any age.

With more and more of the world's work being done by team members scattered all over the globe, communicating and collaborating mostly online and over the phone, the challenges multiply. Add to this the new demands for project teams to produce creative and innovative work that generates new knowledge or solves old problems in brand new ways, and you can begin to see how important it is to start learning the fundamentals of healthy and productive collaboration early on in school and to continually build these skills throughout a student's lifetime of learning.

The following classroom activities are intended to provide a solid foundation in how to work well together in teams and to turn the differences and conflicts that naturally arise in teamwork into creative and constructive, collaborative results.

Though these activities are intended for the early elementary grades, they can be adapted for older students who need to review the fundamentals of positive teamwork.

Further team "first aid" and "team doctor" coaching and support, built on these lessons, can be found in the Oracle Education Foundation's Think.com and ThinkQuest online programs:

www.think.com

www.thinkquest.org

The Oracle Education Foundation thanks the highly creative and collaborative team from Educators for Social Responsibility for providing these activities and the support services that complement them. They have been an inspirational model of teamwork, and their accomplishments suggest that creative collaboration may be the 21st Century skill that will bring our diverse global population of students together in peaceful and productive ways to help create a better society for us all.

Creative Collaboration Activity Format

Materials – Each Creative Collaboration Activity begins with the preparation and materials required to facilitate the activity with students. Towards the end of the activities marked with this icon (📄) you will find print-ready complementary handouts.

Workshop Agenda – The structure of each activity is designed to build community in the classroom and, once students are familiar with it, helps them be engaged with the content in a personal and effective way. This format encourages a facilitative style of teaching and creates a sense of community structure or ritual whose positive effects extend beyond the scope of the activity.

The workshop structure includes:

- **Gathering** – An experiential activity or sharing that relates to the main purpose of the creative collaboration activity and helps children focus on the learning to come. Gatherings are intended to be positive, community-building experiences.
- **Agenda Check** – A brief review of what will happen during the lesson that lets children know what to expect. The Workshop Agenda can be written on the board or on chart paper, if you choose to do so.
- **Main Activities** – The heart of the whole-class or group activities that provide structured situations focusing on the subject of the Creative Collaboration Activity.
- **Debriefing** – A recap that allows students to review and internalize what has occurred. This can simply be asking questions such as "How did it feel to...?", "What was one thing you learned today about...?", "Why is it important to...?" This exercise may include a writing exercise or a small-group sharing and reporting out.
- **Closing** – An exercise to provide closure to the Activity.

Definition of Strategies

Group Sharing in Gatherings and Closings

Gatherings and Closings are activities that set the stage for and bring closure to the lesson. Often, they require individual responses to a sentence completion or a specific question. Two common structures for these activities are go-rounds and popcorn sharing. In a go-round, each student has the opportunity to respond in the order in which students are sitting (e.g. circle, horseshoe, etc.). In popcorn sharing, a few students are called on to respond in no particular order. This approach takes less time, but does not allow all students to respond. With both styles of sharing, students should always have the option to pass.

Back-to-Back Sharing

This strategy allows students to talk with each other in pairs after considering their personal responses to a question. Group students in pairs and ask them to stand back-to-back with their partners. Pose a question or situation and ask them to think for a moment about their response. Then, invite them to turn and face their partners and share their responses. When both have had the opportunity to share, they return to the back-to-back stance.

Back-to-Back Role-Plays

This format is a way to have everyone role-playing at the same time, which takes away much of the anxiety students may have about performing. There are two things that you might consider before role-playing activities. If students have not yet done role-playing activities, model a role-play either with another adult or with a student. This tends to prevent the role-playing from getting silly and shows students that role-plays have a plot. Another helpful recommendation is to establish ground rules. Many teachers provide two: no touching and no bad language. You might also want to mention that participants do not have to play themselves or someone resembling themselves in these role-plays.

- After you have established a foundation for role-playing, group students in pairs and ask each pair to stand back-to-back. Designate one person to be "A" and the other "B."
- Explain to students that after each scenario is described you will say: Lights, Camera, Action, and partners are to face each other and enact the role-play. When time is up for each role-play, you will say: Cut! Stand back-to-back, and read the

next scenario. The role-plays are usually short in duration, thirty seconds to two minutes.

- Always process the role-playing, both to discuss the topic that the students are exploring, and also to provide time for discussion about what went well with the activity and what could be improved the next time.

Concentric Circles

This strategy provides a structure for students to talk to many different partners. Half the class stands in a circle facing out, and the other half stands in an outer circle facing a partner in the inner circle.

- Pose a question and allow students a minute or two to discuss it with their partners.
- Then have the outer circle move a particular number of people in one direction. (For example, say to students, "Outer circle move two people to your right.")
- Pose the next question and have students discuss it with their new partners.
- Then have the inner circle move two people to its left and so on. In this way, students talk with many partners and hear many different perspectives.

Correlation to Standards

Each Creative Collaboration Activity has been correlated to the Mid-Continent Research for Education and Learning (McREL) standards, the Collaborative for Academic, Social, and Emotional Learning's Social and Emotional Learning Competencies (CASEL SEL Competencies), and Educators for Social Responsibility (ESR) Themes.

McREL Standards

The Mid-Continent Research for Education and Learning is a nationally recognized organization of educators and researchers who provide field-tested, research based approaches to educational challenges. Although a national list of standards does not exist, the McREL compendium of standards and benchmarks provides nationally recognized standards in most content areas, including Behavioral Studies, Health, and Life Skills. For more information, go to www.mcrel.org.

CASEL SEL Competencies

The Collaborative for Academic, Social, and Emotional Learning is an organization whose mission is to enhance children's success in school and life by promoting coordinated, evidence-based social, emotional, and academic learning as an essential part of education from preschool through high school. Housed at the

University of Illinois at Chicago, CASEL synthesizes the latest empirical findings and theoretical developments and provides scientific leadership to foster progress in SEL research and practice. CASEL has identified five central competencies to achieve social and emotional literacy. The following list describes the SEL skill clusters and composite skills CASEL views as essential.

Self-Awareness

- Identifying emotions: Identifying and labeling one's feelings
- Recognizing strengths: Identifying and cultivating one's strengths and positive qualities

Social Awareness

- Perspective-taking: Identifying and understanding the thoughts and feelings of others
- Appreciating diversity: Understanding that individual and group differences complement each other and make the world more interesting

Self-Management

- Managing emotions: Monitoring and regulating feelings so they aid rather than impede the handling of situations
- Goal setting: Establishing and working toward the achievement of short- and long-term pro-social goals

Responsible Decision Making

- Analyzing situations: Accurately perceiving situations in which a decision is to be made and assessing factors that might influence one's response
- Assuming Personal responsibility: Recognizing and understanding one's obligation to engage in ethical, safe, and legal behaviors
- Respecting others: Believing that others deserve to be treated with kindness and compassion and feeling motivated to contribute to the common good
- Problem solving: Generating, implementing, and evaluating positive and informed solutions to problems

Relationship Skills

- Communication: Using verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others

- Building relationships: Establishing and maintaining healthy and rewarding connections with individuals and groups
- Negotiation: Achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned
- Refusal: Effectively conveying and following through with one's decision not to engage in unwanted, unsafe, unethical, or unlawful conduct

ESR Themes

Educators for Social Responsibility (ESR) helps educators create safe, caring, respectful, and productive learning environments. Materials and trainings help educators work with young people to develop the social skills, emotional competencies, and qualities of character they need to succeed in school and become contributing members of their communities.

Making Connections

Learning is most likely to take place when students have developed respectful and caring relationships with one another. Students need opportunities to develop these relationships, by the use of interactive and affective teaching strategies. By helping students make connections with each other and providing ongoing opportunities for cooperation, students collaborate more effectively with each other.. This not only helps students feel more connected to their classmates and their school, but also helps them develop critical social and emotional skills.

Emotional Literacy

When working together in a classroom, students need to be able to recognize their own feelings and tell others about them. They also need to be able to acknowledge and respect the feelings of others. Providing opportunities to improve emotional literacy helps students to name and describe feelings, to develop empathy for others, and to find productive ways of working with anger.

Caring and Effective Communication

Good communication is at the heart of a classroom community dedicated to working together. Caring and effective communication encourages children to engage in dialogue, to understand and observe the process of sending and receiving messages, and to acknowledge that each person has a unique perspective. Students need to learn active listening skills as well as how to give assertive and clear messages.

Cultural Competence and Social Responsibility

Students need opportunities to explore individual and cultural diversity in ways that preserve the integrity of each person, and that encourage them to be more accepting of one another's strengths, needs, and idiosyncrasies. By understanding and accepting differences, students learn to work together more effectively in the classroom and develop a sense of responsibility to one another; they learn how to make a positive difference.

Conflict Management and Decision Making

Activities are helpful when they introduce students to a variety of cooperative and collaborative problem-solving techniques that help them to develop a "toolbox" of strategies and skills for resolving conflicts positively, constructively, and nonviolently.

This "toolbox" includes understanding the concepts of escalating and de escalating conflict, group problem solving, and working out win-win solutions.

Turning Conflict Into Creativity

Creative Collaboration Activity 1: The Colors of Conflict

What is conflict? How does our perception of conflict affect our ability to work together?

Materials

- Workshop Agenda, written on the board or on chart paper Chart paper or board
- Markers
- Materials for getting students into pairs or groups, such as playing cards, puzzle pieces, matching postcards, etc.

Workshop Agenda

- Gathering: If Conflict Were a Color
- Agenda Check
- Activity: Conflict Web
- Activity: Sharing Stories
- Debriefing
- Closing: Popcorn Sharing – Managing Conflict

Gathering: If Conflict Were a Color

Lay out an array of colored paper on a table. Explain that today's lesson concerns conflict, or when there is a sharp disagreement between people. First, ask students to think of a time when they did not agree with someone. How did that make them feel? Then, ask students to choose a color of paper that represents the feeling they had. Students will have an opportunity to describe the situation in which the conflict occurred later, so for now they should just associate the feeling with a color. Be sure to have lots of red, as it is often the color most chosen. With a partner, students will have a minute or two to share why they chose the color they did. Then ask for various responses.

Agenda Check

Say: Many of us chose different colors to represent conflict because that word makes us think of many feelings. Today we are going to explore a little more about what the word conflict means. As you can see from the Agenda, we will

share some personal stories about a time when we were in a conflict. One of our goals is to expand our definition of conflict beyond what we may already think it is. Then, we will have a short period of Debriefing and a Closing, which will give us a chance to share our thoughts about conflict and how to deal with it in our lives.

Activity: Conflict Web

1. Write the word conflict on the board and draw a circle around it.
2. Ask: What words or phrases come to mind when you hear this word? Record the responses as a web. Write the contributions on lines extending from the central word. Words that are related to previous contributions can be linked together.
3. Ask the following:
 - What do you notice about the web? (Most words will probably be negative.)
 - Why do you think most words are negative? Circle the negative remarks with one color of marker and positive remarks with another color.
 - Some of the words are violent words. Does conflict always have to be violent? Make the point that conflict is a natural and normal part of life and that we all experience conflicts at home, work, and school, and that countries have conflicts with each other as well.
4. Help students come to a definition for conflict, such as "a disagreement between two or more people."
5. Say: We have seen how many of our initial thoughts about conflict revolve around negative, sometimes destructive, ideas. In groups, I would like you to come up with at least two ways that you think conflict might turn out okay; it might even be positive.
6. Distribute materials to get students into pairs or groups of three.
7. After a few minutes, call on each group to add something to the web. Write these in the positive color marker that you used previously. Students sometimes have difficulty in thinking about the possible positive outcomes for conflicts. Acknowledge that this might be so and encourage them to think about a time when they had a disagreement that ended in a positive way.

Activity: Sharing Stories

Ask students to share a time when they had a conflict with another person or persons. Remind them not to use people's names. Say: Please tell your partner details about where the conflict happened, the relationships of those involved, what happened, how it ended, and how they felt about it in the end. Write the list of details on the board to remind students what they should include when telling their conflict story.

Debriefing

- What are some of the outcomes of the conflicts you described?
- Does conflict always end in a bad way?

Remind students that conflict can end in different ways. Sometimes one person can feel bad and the other feel good. Sometimes both people can feel bad. Sometimes both people can feel good. Everyone has conflicts; they are part of life. We cannot make conflict go away, but we can learn the skills to manage a conflict.

Closing: Popcorn Sharing – Managing Conflict

Ask students to finish the sentence: "One thing that works for me to handle conflict is to..." Provide some examples, if necessary, such as "talk things out" or "walk away when someone is mean to me."

Connections to McRel Standards:

- Behavioral Studies
 - Knows the difference between positive and negative behaviors used in conflict situations
- Language Arts - Writing
 - Pre Writing: Brainstorms ideas, uses webs and groups related ideas

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making

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Creative Collaboration Activity 2: Conflict in Style

What are the different responses people have when there is a conflict? How can we determine when and where to use specific styles that will be useful in getting along with each other?

Materials

- Workshop Agenda, written on the board or on chart paper
- Chart paper or board
- **Handout:** Styles Skits
- Materials for getting students into groups, such as playing cards, puzzle pieces, matching postcards, etc.

Workshop Agenda

- Gathering: I Represent Conflict
- Agenda Check
- Activity: Conflict Styles Skits
- Activity: Exploring our Own Repertoire of Styles
- Debriefing
- Closing: Popcorn Sharing – Using New Styles

Gathering: I Represent Conflict

Place yourself in the middle of the room and say: Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby. Then place yourself in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction you are facing, and the distance you are from conflict. Once students have found a position relative to you in the room, ask some of the students to explain their chosen position.

Agenda Check

Explain that the position the students assumed in the Gathering might reflect their “dominant” conflict style – the way they first react when a conflict occurs. Say: There are a number of styles that we can access when there is a conflict, but sometimes we get “stuck” using one particular style that may not be the most helpful when collaborating with others to come to an agreement. As you can see from the Agenda, we are going to explore the styles of handling conflicts and then look at some skits to identify what styles the actors are using. One of our goals will be to look at the styles we already use and then add to our repertoire to be able to use a variety of styles, depending on situations and circumstances. Then, we will have a short period of Debriefing and a Closing when we will explore styles that we have discovered in this lesson.

Activity: Conflict Styles Skits

1. Write the following six Styles on chart paper or on the board (Note: Alternatives have been provided for each style in the event that the vocabulary is not appropriate):
 - Directing/Controlling
 - Collaborating
 - Compromising
 - Accommodating
 - Avoiding/Denying
 - Appealing to a Greater Authority or Third Party
2. Briefly explain each of the styles using the information that follows. It also might be helpful to write the phrases in quotation marks as well to serve as a reminder for the latter part of the activity. Explain that one style is not necessarily better than the others. The point is to realize that we can choose the method that is right for the situation.
 - Directing/Controlling (Alternative: Try to Win)
“My way or the highway.” We do not, cannot, or will not bargain or give in. At times we are standing up for rights or beliefs. We can also be pursuing what we want at the expense of others or not see a way to negotiate to get what we want.
 - Collaborating (Alternative: Work It Out)
“Let’s sit down and work this out.” We work with others to find a way to get all of our needs met. We see the other people as partners and spend time to find solutions to our conflict.
 - Compromising (Alternative: Make a Deal)
“Let’s both give a little” or “Something is better than nothing.” Each party gives up something for a solution that may only meet some of our needs.
 - Accommodating (Alternative: Give In)
“Whatever you want is fine” or “It doesn’t matter anyway.” We yield to another and meet another’s needs but not our own. We may do this to keep a good relationship or to get our way another time.
 - Avoiding/Denying (Alternative: Go Away)
“Let’s skip it” or “Problem? I don’t see a problem.” We do not deal with the conflict, act as if the conflict is not happening, or leave others to deal with it.
 - Appealing to a Greater Authority or Third Party (Alternative: Get Help)
“Help me out here.” We turn to others who may have more authority, influence, or skills in dealing with the conflict.

3. Ask for student volunteers to perform the Styles Skits (Note: give the skits to them beforehand so they may practice before the lesson). After each one, ask students to identify the style being portrayed. When students have finished the skits, discuss the following:

- Do people talk and listen differently depending on the style they are using?
- How can choosing to use a style lead to different results?
- Ask students to brainstorm some of the advantages and disadvantages of each style.

Activity: Exploring Our Own Repertoire of Styles

In groups of three, give each student two minutes to discuss the following questions:

1. What conflict style do you think you use most often? How well does it work for you? Are there any you seem to get "stuck" in and use even when it is not productive?
2. Are there any responses you think you never use? Why do you think this is? Which ones would you like to try to use now that you know more about styles?

Debriefing

- Which of the styles are ones that you had not thought much about before?
- If you really want to have a productive collaboration, what are the key points that will help you get there?

Point out that it is sometimes difficult to use a new style new idea. Emphasize that the class will be helping to support its members in trying new ways of learning to work well together.

Closing: Popcorn Sharing – Using New Styles

Ask students to fill in the blanks of this sentence:

"One new style I might try with _____ is _____ because _____."

Connections to McRel Standards:

- Behavioral Studies
 - Knows the difference between positive and negative behaviors used in conflict situations
 - Understands how one responds to the behaviors of others and how one's behavior may provoke responses in others
- Language Arts - Writing
 - Pre Writing: Brainstorms ideas, uses webs and groups related ideas
- Working with Others
 - Identifies an explicit strategy to deal with conflict

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness
- SM Self Management
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making

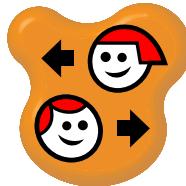
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HANDOUT

Creative Collaboration Activity 2: Conflict In Style

Styles Skits



Skit #1

Asa and Jan are working on a presentation for class tomorrow. Asa has his material ready and Jan does not have any materials prepared.

- Asa: I knew this would happen! You never finish stuff on time!
- Jan: Look, I can work on it later tonight.
- Asa: Tonight! That's too late! You always wait until the last minute! You're such a jerk!
- Jan: Hold on! My mom is going to get me some stuff at the library later.
- Asa: That is really dumb. I think I'll just work on this by myself.
- Jan: Then I'll get an F! You'd better not do that or else!
- Asa: Oh yeah? I'm so scared!
- Jan: Just shut up!

Skit #2

- Cally: Look, we've just spent fifteen minutes arguing about what game to play. No one likes the same one.
- Dora: Well, maybe there's more that we haven't talked about.
- Jim: Well, I have to head home in a while, so let's decide.
- Cally: How about we play basketball for at least 15 minutes and see how it goes?
- Dora: Since Jim doesn't have much time, I guess we can play basketball, even though I don't really like it much.

Skit #3

- Lanisha: Here comes Tiny!
- Carmen: (Ignores her)
- Lanisha: Hi, Tiny! What's up? (Laughs)
- Carmen: Cut it out, Lanisha. I told you that I don't like it when you call me that!
- Lanisha: Hey, it's no big deal. Don't be so sensitive!
- Carmen: Really, I thought you were my friend and you keep doing it. You need to stop. How about we go to the mediator at lunch and talk about it? I'm serious.
- Lanisha: Okay, no problem. I still don't see what the big deal is, but I'll go with you if you want.

Skit #4

Larry: How about if our group does a report on whales? They're really cool!

Sam: Remember earlier this year when we read that book about whales? I think Ms. Brown will think we're just doing something that's easy, since we already studied them.

Larry: But I really like ocean animals. I think they'd be fun to do research on!

Sam: I do too. Let's think about some other ocean animals that we haven't read about.

Alicia: How about dolphins? They're really smart animals and I read about studies people have done to test their intelligence. We could do that.

Larry: Would we only report on their intelligence? Is there anything else we could write about?

Sam: How about how they communicate? I think we could make some diagrams and stuff.

Alicia: That sounds good. Maybe we should start with making a list of possible topics we could cover about dolphins?

Larry: Good idea. I'll get some paper.

Skit #5

Ann: Did you hear what Margo said about Sondra?

Jay: Yeah, and Sondra found out! She's furious! I heard that she's going to find her at recess.

Ann: What do you think will happen? Sondra's pretty tough. Margo could get hurt.

Jay: Hey, I'm not getting into this. I'm staying out of it!

Skit #6

Keira: Hi, Sally. How about going to a movie and getting pizza later?

Sally: I don't have much of my allowance left. Maybe I can go to the movie if we go to the early one; it's cheaper.

Keira: Well, the one I wanted to see the most isn't playing earlier. But I don't mind seeing another one.

Sally: Okay, that would be great. That way, I can still afford a slice of pizza after!

Creative Collaboration Activity 3: The Temperature of Conflict

How do emotions complicate how we get along? Do we have a vocabulary of feelings words? Can we "read" our emotions and the emotions of others?

Materials

- Workshop Agenda, written on the board or on chart paper
- Chart paper and markers
- Horizontal line drawn on the board or chart paper, numbered from -5 on the left to +5 on the right
- Materials for getting students into pairs, such as playing cards, puzzle pieces, matching postcards, etc.

Workshop Agenda

- Gathering: Go-Round – Feelings Barometer
- Agenda Check
- Activity: Feelings Web
- Activity: Acting Out Feelings
- Activity: Back-to-Back – Identifying Feelings
- Debriefing
- Closing: Group Pantomime

Gathering: Go-Round – Feelings Barometer

Draw a number line on the board or on chart paper, from -5 to +5. Ask students to assign a number value to their feelings, from -5 (today is the worst day of my whole life) to +5 (the best feelings you could possibly have). Record with an X as each student responds. Ask: Where do most of our feelings lie today? Might that make a difference in our classroom and the work we do in class? How?

Agenda Check

Ask: How does knowing the feelings of others make a difference to us? Sometimes people react differently to things depending on their mood or feelings. When we are grumpy, little things seem to bother us more. When we are feeling happy, we seem to be able to manage things that come up and bother us. As the Agenda shows, today we are going to talk about feelings, or emotions. We will first make a web, adding as many words as we can that describe feelings and then we will do an activity that allows us to see if we can "read" feelings; that is, we can tell what a person is feeling just by watching what that person does. We will then do a back-to-back activity in which we share how we feel about specific situations. In our Debriefing, we will discuss how feelings make a difference to us and to others and then we will play a pantomime for our Closing.

Activity: Feelings Web

1. Write the word feelings on the board and draw a circle around it. Ask students to think of as many words as they can that name feelings or emotions.
2. Record responses in a web.
3. If students are having trouble thinking of words, you may ask questions like:
 - How would you feel if someone said you did a great job?
 - How would you feel if you discovered that you had put two different shoes on this morning?
 - How would you feel if an important holiday were coming up?
 - How would you feel if your pet bird flew away?
 - How would you feel if you were the only survivor of a shipwreck?
 - How would you feel if you were just chosen for a big part in a school play?

Be aware that not everyone will have the same feelings for a given situation. Emphasize that different people are bound to feel different about a situation. Stress that there are no right or wrong answers for this activity.

Activity: Acting Out Feelings

1. Explain: To demonstrate ways that people might express these feelings, we are going to do some role-plays.
2. Model the activity. Say a neutral sentence (something like, "My dress is blue") in a voice without expression. Then, repeat the sentence using a tone of voice that shows a feeling of happiness. Ask the class to guess what feeling you are trying to communicate.
3. Ask volunteers to act out some of the feelings listed in the web (excited, afraid, angry, embarrassed, etc.) while saying the sentence, "Today is Tuesday." The class must guess which feeling the actor is illustrating. You, or the student, can call on three people to guess the feeling.
4. If no one guesses, ask the student to share the word they were trying to communicate and allow them to choose the next volunteer. If the activity is done at a quick pace, there will be time for everyone to participate. Congratulate students on their acting abilities!
5. This activity needs to move along quickly in order for students to stay engaged. It helps if students have thought of a feeling word before they begin their role-play. If you think they might get confused before they begin, have them whisper the name of the feeling they will be expressing to you.

Activity: Back-to-Back – Identifying Feelings

1. Group students in pairs.
2. Ask students to stand back-to-back with a partner.
3. Explain that you are going to read a few situations aloud and ask them to think about which feelings word describes how they might feel. After a few seconds of thinking, they will be asked to turn and face their partner and share the word that best describes their response and why. When they have both had a chance to share the word and why they chose it, they should go back-to-back again. Let them know that the goal is not for them to agree on a feeling, but to share their thoughts, see the different responses that might occur, and how we might be similar or different in the way we react to the same thing.

How would you feel if?

- Someone made fun of you because of the clothes you were wearing?
- You won a prize or competition?
- You were picked last when choosing sides for a game?
- You were told you were really good at something in front of the class?
- Someone you admire called you a nerd?
- Someone you like invited you to a party?
- No one wanted to sit with you at lunch?
- There was a bad rumor circulating about something you did?
- Someone forgave you for a mistake you made?

When students return to their seats, ask if the responses they shared matched their partners each time. Very often, we assume that others will have the same reaction to a situation that we do and this can lead to problems with getting along. If one person is happy and excited about something and another is upset or worried, it might be difficult for them to work well together. It is helpful to ask others how they feel rather than assume their emotions match ours.

Debriefing

Say: In the first activity, were we 100% accurate in guessing the word that was acted out? Can we always tell from words alone how someone is feeling? Since all of the actors said the same words, how could we tell what feeling the actors were expressing? Emphasize the importance of “reading” the nonverbal cues of others such as their body postures and gestures. What might happen if we misread the emotions of others? Or if we assume that others have the same emotional responses that we do? Sometimes we make mistakes about how others feel, either by ignoring physical cues or because we assume others feel the same

way we do about circumstances. It is often helpful to check in with other people and ask how they are feeling. Doing this helps us avoid misunderstanding someone and therefore reacting in an inappropriate way. It also helps us to work better together.

Closing: Group Pantomime

Ask students if they have ever noticed how actors show feelings on their faces. Challenge the students to see if they can show on their faces how they would feel in the following situations:

1. Today is your birthday
 - Your birthday present gets lost
 - You find it
2. There is a bee flying around your head
 - The bee lands on your arm
 - It flies away
3. You are playing with your friend
 - Your friend breaks your favorite toy
 - Your friend says she is sorry

Connections to McRel Standards:

- Language Arts -Listening and Speaking
 - Uses a variety of nonverbal communication skills
 - Interprets nonverbal cues used in conversation

CASEL SEL Competencies:

- SA Self-Awareness
- SM Self-Management
- RS Relationship Skills

ESR Theme:

- Emotional Literacy



Creative Collaboration Activity 4: Conflict – Up the Escalator

Why do conflicts sometimes seem to get out of hand so quickly? How does this make our ability to collaborate more difficult?

Materials

- Workshop Agenda, written on the board or on chart paper
- **Handout:** The New Cap script, one copy for each group of three to four students
- Markers and a piece of chart paper for each group of three to four students

Workshop Agenda

- Gathering: Go-Round – When I am in a Conflict...
- Agenda Check
- Activity: Skit – The New Cap
- Debriefing
- Closing: Popcorn Sharing – A Time I De-escalated a Conflict

Gathering: Go-Round – When I am in a Conflict...

Ask students to complete this sentence: "When I'm in a conflict, one thing that other people do that makes it worse is..."

Agenda Check

Say: When a conflict gets worse, we say it "escalates." What does an escalator do? A conflict might begin when someone says or does something that makes you a little upset. And then, because you are upset, you might say something back that makes the other person get even more upset. Sometimes being in a conflict can feel like taking a ride on an escalator – once it starts, you are on your way to the top. Fortunately, having a good understanding of what makes conflict escalate can help you stop the escalator. "The New Cap" is a role-play that will help us see what things can serve as "escalators." There will also be an opportunity to look at what might de-escalate a conflict in our Debriefing and Closing.

Activity: Skit – The New Cap

1. Have two students volunteer to act out The New Cap script or substitute a script that your students have written for the purpose of helping us see what can serve as escalators. (Note: give the skits to the volunteers beforehand so they may practice before the lesson).

2. Applaud the actors. Divide students into groups of three or four and give each group a copy of The New Cap script, a piece of chart paper, and markers.
3. Have the students draw an escalator on the chart paper. Ask students to identify each step in the script where the conflict escalated and write it on the ascending steps of the escalator. Steps can be either what the characters did or said.
4. Under each step, write the feelings that were probably present for the person who heard the comment. For example, under the step that says, "Shandra calls Terry's cap pathetic," the word angry might describe how Terry felt that led him to say that Shandra is jealous, which would be written on the next step up.
5. When students are finished charting the script, discuss how the conflict escalated.
 - What was the first thing that happened in this conflict?
 - What did you place at the top of your escalator?
 - What things did the characters do that made this conflict worse?

Some points to consider: feelings drive the escalator. The higher one goes, the harder it is to come down because the feelings have intensified. Sometimes our feelings can take control of us and take away our clear thinking; then we sometimes do things we are sorry for later. This is why it is helpful to recognize escalation, so we can choose to stop and also perhaps choose to de-escalate. Lastly, students might bring up the idea of "baggage" – the things we carry onto the escalator with us such as mood, feelings about the person, and so on.

Debriefing

- How can we recognize when conflicts are escalating?
- What could Shandra and Terry have done differently so that the conflict would not have escalated? (These kinds of things are called "de-escalating" skills.)
- It is important to know that we can realize when a conflict is escalating and we do not have to take a ride on the escalator. De-escalating helps us keep calm and can often help us get along with others.

Closing: Popcorn Sharing – A Time I De-escalated a Conflict

Ask students to think of a time when they were in a conflict and they chose to de-escalate. What did they do?

Connections to McRel Standards:

- Health
 - Knows how mood changes and strong feelings affect thoughts and behaviors and how thoughts and behaviors can be managed successfully
 - Understands the ways in which one's behavior may provoke responses in others
 - Knows the difference between positive and negative behaviors used in conflict situations

CASEL SEL Competencies:

- SA Self-Awareness
- SM Self-Management
- RS Relationship Skills

ESR Theme:

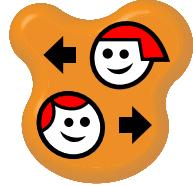
- Conflict Management and Decision Making



HANDOUT

Creative Collaboration Activity 4: Conflict – Up the Escalator

The New Cap Script



Characters: Shandra and Terry, who are close friends.

Scene: Before school starts, as everyone is coming into the building.

Shandra: What is that on your head? That's the most pathetic cap I've ever seen!

Terry: This is my new cap! You're just jealous because yours is old and tired looking.

Shandra: Let's see how it looks on me!

Shandra grabs the cap and puts it on her head. Terry tries to grab it back and it falls to the floor. Shandra steps on it to keep Terry from picking it up, leaving a big footprint on it.

Terry: You jerk! You're going to buy me a new cap!

Terry grabs Shandra's jacket and it rips.

Shandra: And you're going to buy me a new jacket!

Terry: Just wait 'til after school!

Shandra: (sarcastically) Oh, I'm so scared!

Creative Collaboration Activity 5: Conflict – Down the Escalator

When things get tense in a disagreement, do we have the tools to know how to manage things? Do we have the tools to de-escalate conflicts in order to work well together?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into pairs for role-playing, such as playing cards, puzzle pieces, matching postcards, etc.
- Chart paper for processing activity (leave this posted in the classroom for later reference)

Workshop Agenda

- Gathering: Go-Round – When I am in a Conflict...
- Agenda Check
- Activity: Back-to-Back Role-plays
- Debriefing
- Closing: Go-Round – De-escalators That Might Work for Me

Gathering: Go-Round – When I am in a Conflict...

Ask students to complete this sentence: "When I'm in a conflict, one thing that helps to keep it from escalating is..."

Agenda Check

In a previous lesson, we talked about how to recognize when conflicts are getting worse and we ended that lesson talking about de-escalators. Today, we are going to look more closely at this concept and the tools that are helpful in getting things under control. As the Agenda shows, we will be exploring this concept by doing some role-plays and then charting our ideas. The Debriefing will then give us an opportunity to discuss the new tools we have discovered. During the Closing we will share what might work for us personally.

Activity: Back-to-Back Role-plays

The following format is a way to have everyone role-playing at the same time, which takes away much of the anxiety students may have about performing. There are two things that you might consider before trying it. If students have not yet done role-playing activities, model a role-play either with another adult or with a student. This tends to prevent the role-playing from getting silly and shows students that role-plays have a plot.

Another helpful recommendation is to establish ground rules. Many teachers provide two: no touching and no bad language. You might also want to mention that participants do not have to play themselves or someone resembling themselves in these role-plays.

1. After you have established a foundation for role-playing, group students in pairs and ask each pair to stand back-to-back. Designate one person to be "A" and the other "B."
2. Explain to students that after each scenario is described you will say: Lights, Camera, Action, and partners are to face each other and act out the role-play. When time is up for each role-play, you will say: Cut! Stand back-to-back and read the next scenario. Each role-play will be done twice: in the first, ask students to escalate the situation (remember – no touching and no bad language), and then the same scenario will be given and the students asked to de-escalate the conflict.
3. The following are possible role-plays. Choose the ones you think will be most appropriate for your students. Remember to have students do each one twice – one escalating and one de-escalating.
 - A and B are friends. A is waiting in line at lunchtime. B cuts in line. This happens a lot and A is not very happy about it.
 - A and B are students who have a class project to work on together. A keeps saying he/she does not have time to work on the project and B is getting anxious about it being done on time. B talks to A about working on the project after school today and A has yet another excuse.
 - A borrowed a game from B a week ago and wants it back. B has forgotten it two days in a row and does not think it is a big deal. A decides to ask again today.
 - A and B are longtime friends who spend a lot of time together. Today, B heard that A has been telling everybody something that was supposed to be a secret. B is upset and decides to confront A in the hallway.
4. After the first of each of the role-plays, ask students:
 - What happened that escalated the conflict in this scenario? Think of the interaction between you and your partner – tone of voice, body language, verbal language, etc.
5. After the second of each of the role-plays, ask:
 - What helped to de-escalate the situation? What did you or your partner do or say that kept things from escalating?
6. Invite students to thank their role-playing partners and return to their seats or to a circle.

7. On chart paper, record the strategies that students used in the de-escalating role-play under the title "What De-escalates a Conflict?"
8. Remind students that de-escalators are not the same for every person. They may depend on one's age, gender, life experiences, and culture – just to name a few! Knowing that there are differences can also be a useful tool in getting along well with others.
9. In order to collaborate effectively, it is necessary to recognize escalation and choose to not escalate. Possible ways to de-escalate might include: changing one's tone of voice, not getting "in someone's face," recognizing our emotions and using management techniques for cooling down, listening to the person who is upset, saying how one feels without being mean, walking away, and not taking things personally.

Debriefing

- What are three things you learned from today's activity that will help de-escalate conflicts?
- What are some techniques we can use to calm down when we feel our emotions intensifying?
- What did you notice today about the differences in how we de-escalate?

Closing: Go-Round – De-escalators That Might Work for Me

Invite students to share two de-escalators with the class: one that they already use and one they might think of trying.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that the way a person views an incident reflects personal beliefs, experiences and attitudes.
- Health
 - Knows how mood changes and strong feelings affect thoughts and behaviors
 - Understands how one responds to the behavior of others and how one's behavior may provoke responses in others
 - Knows the difference between positive and negative behaviors used in conflict situations

CASEL SEL Competencies:

- SA Self-Awareness
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making

Creative Collaboration Activity 6: Everyone Wins!

How can we work together to be sure our needs are met?
Do we approach conflict in a win-win fashion?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into groups, such as playing cards, puzzle pieces, matching postcards, etc.
- Win-Win grid written on the board or chart paper
- **Handout:** blank grid

Workshop Agenda

- Gathering: Go-Round – A Time When I Won
- Agenda Check
- Activity: Role-Play
- Activity: Win-Win Grid
- Debriefing
- Closing: Popcorn Style – When We Collaborate, This Skill Would Be Useful...

Gathering: Go-Round – A Time When I Won

Ask students to complete this sentence: "I feel like I win when..." or "A time when I felt like I won was..." Provide some examples such as winning a game, attaining a goal, etc. You may begin with your own example.

Agenda Check

Ask: How do you feel when you win? Because this is such a good feeling, we often try to "win" at many things, such as when we get into disagreements with others. Today, we are going to look at a conflict, or disagreement, and possible endings for this conflict – one of which is for both people to have the feeling of winning. You will then have the opportunity to create a chart, or grid, of possible outcomes of the conflict that you see. During the Debriefing we will reflect on how to think about the Win-Win concept and share personal situations in the Closing.

Activity: Role-Play

1. Role-play the following situation with another adult, with a student, or have two students prepare it beforehand (Note: If you use students for the role-play, give the scenarios to them beforehand so they may practice before the lesson.). Stop the action when the argument is escalating.

- Scenario: Kim is a fifth grade student. She has been having trouble in math and tomorrow there is a big test. While she is in the living room studying for this test and trying to work out some problems, her little brother, Marshall, comes in from school. Marshall, who is in the first grade, has had a hard day at school and wants to have some fun and relax. He turns on some music and begins to sing and dance around. Kim wants quiet and the music is disturbing her. They argue.

2. Ask the following:

- What is going on?
 - What is Kim feeling? What is Marshall feeling?
 - What are Kim's needs? What are Marshall's needs?
- Note: It is important to discuss needs because a good resolution depends on satisfying the needs of both children.

Activity: Win-Win Grid

1. Show the following grid of ways the conflict could come out. Each box on the grid represents a different type of solution to the conflict.

	Marshall gets what he needs	Marshall does not get what he needs
Kim gets what she needs	WIN-WIN	WIN-LOSE
Kim does not get what she needs	LOSE-WIN	LOSE-LOSE

2. Divide students into small groups. Give each group a blank grid handout and ask the groups to come up with possible endings to fit in the grid. They may have multiple solutions for each box. In order to complete the win-win section, both people must be able to have their needs met.
2. After students have had sufficient time to complete their handouts, use their responses to fill in the blank grid on the board or chart paper. Begin with the win-lose and lose-win boxes, then complete the lose-lose box, and fill in the win-win box last.

Debriefing

- What types of solutions were easiest to come up with?
- Which were the hardest?
- What would be necessary to accomplish the win-win solutions?

Discuss the importance of being able to listen to one another in order to hear the needs of the other person. If both people get angry and cannot listen, it is hard to get to a win-win solution. If each person can be calm and listen to the other, it is easier to brainstorm ideas to get to a win-win solution.

Closing: Popcorn Style – When We Collaborate, This Skill Would be Useful...

Invite students to come up with examples of collaborative projects they have worked on, or will work on, that might be helped if participants address conflicts that arise with a win-win approach.

Connections to McRel Standards:

- Language Arts - Writing
 - Pre-writing: Uses graphic organizers
- Language Arts – Reading
 - Understands the basic concept of a plot (cause and effect, conflict, resolution)
 - Makes connections between characters or simple events in literary works and people or events in his or her own life
- Language Arts - Subtopic: Listening and Speaking
 - Listens for specific information in spoken texts
- Working with Others
 - Determines the causes of conflicts
 - Identifies an explicit strategy to deal with conflict
 - Displays empathy with others

CASEL SEL Competencies:

- SA Self-Awareness
- SM Self-Management
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making



HANDOUT

Creative Collaboration Activity 6: Everyone Wins!

Win-Win Grid



	Marshall gets what he needs	Marshall does not get what he needs
Kim gets what she needs		
Kim does not get what she needs		



Creative Collaboration Activity 7: Working It Out

Is there a process for working out a conflict when we are trying to collaborate? What are some steps to follow to be sure one's needs are met?

Materials

- Workshop Agenda, written on the board or on chart paper
- **Handout:** Steps for Negotiation, written on chart paper or distributed as a handout
- Materials for getting students into pairs, such as playing cards, puzzle pieces, matching postcards, etc.

Workshop Agenda

- Gathering: Go-Round – A Win-Win Resolution
- Agenda Check
- Activity: Role-Play
- Activity: Negotiating a Win-Win Outcome
- Debriefing
- Closing: Popcorn Style – Who Will I Use This With?

Gathering: Go-Round – A Win-Win Resolution

Ask students to think of a time when they had a conflict with someone that they resolved with a win-win outcome. The conflict could have been with a fellow student, a family member, or an adult, such as a teacher or coach. Ask them to finish the sentence: "A time when I had a conflict that worked out for everyone was..." You may begin with your own example.

Agenda Check

Say: Getting to win-win resolutions can be easy. For example, two people can decide to share something that both people want. When resolutions are more difficult to reach, however, a satisfactory solution sometimes requires spending time to think about different options. When two people or groups work together to solve a problem, we call the process negotiation. As we can see on the Agenda, today we will be looking at a conflict and how to work through a negotiation in order for both people to win. In our Debriefing, we will discuss what might be difficult about negotiation. In the Closing, we will talk about a plan to use this new skill.

Activity: Role-Play

1. Present the following role-play, either with another adult, with a student, or choose two students beforehand (Note: If you use students for the role-play, give the scenarios to them beforehand so they may practice before the lesson.).

■ Scenario: Terry and Darva are twins who are in fifth grade. When Terry comes into the living room, Darva is lying on the floor watching television. Darva has had a hard day at school and wants to have some fun, relax, and watch her favorite show on TV. Terry has been having trouble with his/her grades, and the teacher has offered extra credit if he/she watches a history program on TV and writes a review. The show will begin in half an hour. Terry and Darva begin to argue.

2. Ask the following:

- What is going on?
- What is Darva feeling? What is Terry feeling?
- There are lots of ways that this conflict could end. What is an example of a win-lose outcome? A lose-lose outcome?

Activity: Negotiating a Win-Win Outcome

- Explain that students will be acting the parts of Darva and Terry. They have decided not to escalate the conflict, but to try and figure out a resolution that will work for both of them.
- Share the following Steps for Negotiation (either written on chart paper or distributed as a handout):
 1. Identify your needs.
Example: Darva and Terry need to think about what they really need and why they need these things.
 2. Present your needs to the other person and listen to the needs of the other person.
Example: For this step, Darva and Terry present what their needs are to each other, remembering to be strong and not mean. It is important for them to listen to each other by focusing on the other person, not interrupting, and paraphrasing when appropriate.
 3. Brainstorm possible solutions.
Remember: Brainstorming ideas should not be judged or debated, just noted on a list.
 4. Eliminate solutions that are unacceptable.
Example: This is the time when Darva and Terry speak up and say which solutions will not work for them.
 5. Choose a solution that will meet everyone's important needs.
 6. Make a plan to take action.
- Ask students to role-play the negotiation process with a partner.

Debriefing

Ask pairs to share their plans.

- Was there anything difficult about the negotiation process?
- Which skills did you use?
- Why might it be important to take the time to go through this process?

Closing: Popcorn Style – Who Will I Use This With?

Ask: Is there anyone in your life that you would like to try to negotiate with? Give examples, such as friends.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that communicating different points of view in a dispute helps find a compromise
- Health
 - Knows some nonviolent strategies to resolve conflicts
- Working with Others
 - Identifies and deals with causes of conflict in a group
 - Resolves conflicts of interest
 - Identifies an explicit strategy to deal with conflict
 - Establishes guidelines and rules for negotiating
 - Displays empathy with others

CASEL SEL Competencies:

- SA Self-Awareness
- SM Self-Management
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making



HANDOUT

Creative Collaboration Activity 7: Working It Out



Steps for Negotiating

1

Identify your needs.

Participants need to think about what they really need and why they need these things.

2

Present your needs to the other person and listen to the needs of the other person.

Participants present what they need to each other, remembering to be strong, and not mean. They also listen to each other by focusing on the other person, not interrupting, and paraphrasing when appropriate.

3

Brainstorm possible solutions.

Remember that in brainstorming ideas should not be judged or debated, just noted on a list.

4

Eliminate solutions that are not acceptable.

This is the time when both participants share what solutions will not work for them.

5

Choose a solution that will meet the important needs of both people.

6

Make a plan to take action.

Creative Collaboration Activity 8: Getting Help

Sometimes we need a third party to help us resolve our conflicts and help us to get back to a good working relationship. Mediators are trained in following specific steps to help disputants reach a resolution.

Note to teachers: Mediation is a process that requires intense training. While the steps of the mediation process appear deceptively simple, mediation is a very sophisticated technique that requires many academic as well as social and emotional skills. The following lesson is an introduction to the mediation process. Further information can be accessed from many organizations that offer mediation training. One source is Educators for Social Responsibility, whose website is <http://www.esrnational.org>.

Materials

- Workshop Agenda, written on the board or on chart paper
- **Handout:** Steps for Mediation, written on chart paper or distributed as a handout (optional)

Workshop Agenda

- Gathering: Go-Round – What I Do in a Conflict
- Agenda Check
- Activity: Defining Mediation
- Activity: Qualities of a Mediator
- Activity: Mediation Demonstration
- Debriefing
- Closing: Mediator Qualities We Have

Gathering: Go-Round – What I Do in a Conflict

Ask students to complete the sentence: "In a conflict I usually..."

Agenda Check

Say: We have been working hard to develop different skills that help us deal with conflicts. However, when we are in the middle of a conflict it can be hard to use all of these skills. In our last lesson we practiced negotiation. Sometimes, however, we get stuck and cannot work things out ourselves. At that point, a good alternative is to use a mediator. Today, we are going to explore this process. We will define mediation and the qualities of mediators. Then, you will see how a mediation session works. At the end of the lesson we will reflect on what we learned in the Closing.

Activity: Defining Mediation

1. Develop a definition of mediation with the students. It should be similar to this definition: "a process by which people seek a solution to a conflict with the help of a neutral outsider."
2. Ask students what they would do if two friends were fighting. Draw out several suggestions, some of which will probably involve mediating, although the students may not recognize it as such.
3. Write the words mediate, mediator, and mediation on the board. Explain that they were trying to mediate the conflict between their friends. Someone who is not involved in the conflict – a neutral person – can often help others find a solution.

Activity: Qualities of a Mediator

1. Ask: What do you think are qualities of a good mediator? What kind of person would you trust to help you talk out your conflicts?
2. List the qualities of a mediator on the board or on chart paper.

Activity: Mediation Demonstration

1. A role-play scenario can provide an overview of mediation. You, the school counselor, or another teacher can act as mediator, role-playing the process with two other adults or with two students (Note: If you use students for the role-play, discuss the process with them beforehand.). Suggestions for role-plays can come from conflicts your students may frequently find themselves involved in. For example, ownership disputes about materials, toys or playground equipment, rumors about put-downs, having problems working well together on school projects, exclusion from groups or activities, etc. It is useful to use the Steps for Mediation (either written on chart paper or distributed as a handout) that your students will be learning and to emphasize paraphrasing and reflection of feelings. Creative questioning is also useful to demonstrate.
2. Perform the role-play.
3. Discuss: What did the mediator do? What was the conflict about? What was the solution? Who thought of the idea for the solution? Did the mediator tell the two people fighting what the solution had to be? Did the mediator get the students into trouble? How did the students feel at the end?

Debriefing

Say: Today we have looked at how people can function as mediators, helping others work through their conflicts to think of with win-win solutions. Why do you think mediators might be helpful, even if we all know how to problem solve? In mediation, people solve their own problems with the help of the mediator. How is this better than being told what to do? What kinds of problems might best be solved by mediation?

Closing: Mediator Qualities We Have

Say: Today for the Closing, I am going to ask you to think about a quality that you have that would make you a good mediator. Have students share as a go-round or popcorn style.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that the rules for group behaviors and expectations are sometimes written down and strictly enforced or are just understood from example (2.4)
- Health
 - Knows some non-violent strategies to resolve conflicts
- Language Arts – Reading
 - Uses prior knowledge and experience to understand and respond to new information
- Working with Others
 - Resolves conflicts of interest
 - Identifies an explicit strategy to deal with conflict
 - Establishes guidelines and rules for negotiating
 - Reacts to ideas rather than to the person presenting the ideas

CASEL SEL Competencies:

- DM Responsible Decision Making
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making

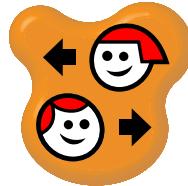
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HANDOUT

Creative Collaboration Activity 8: Getting Help

Steps for Mediation



I Introduction

1. Introduce yourselves as mediators.
2. Ask those in the conflict if they would like your help in solving the problem.
3. Find a quiet area to hold the mediation.
4. Ask for agreement to the following:
 - Try to solve the problem
 - No name calling
 - No interrupting

II Listening

5. Ask the first person, "What happened?" Paraphrase.
6. Ask the first person how he/she feels. Reflect the feelings.
7. Ask the second person, "What happened?" Paraphrase.
8. Ask the second person how he/she feels. Reflect the feelings.

III Looking for Solutions

9. Ask the first person what he/she could have done differently. Paraphrase.
10. Ask the second person what he/she could have done differently. Paraphrase.
11. Ask the first person what he/she can do here and now to help solve the problem.
Paraphrase.
12. Ask the second person what he/she can do here and now to help solve the problem.
Paraphrase.
13. Use creative questioning to bring disputants closer to a solution.

IV Finding Resolutions

14. Help both disputants find a solution that satisfies them both.
15. Repeat the solution and all of its parts to both disputants and ask if each agrees.
16. Congratulate both students on a successful mediation.

Communicating Clearly and Creatively

Creative Collaboration Activity 9: Listen Up!

Are we good listeners? How does listening help us to hear another's point of view? What are the skills of Active Listening?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into pairs, such as playing cards, puzzle pieces, matching postcards, etc.
- Chart paper and markers
- Questions for pairs, listed on the board or on chart paper

Workshop Agenda

- Gathering: Go-Round – Name and Favorite Place
- Agenda Check
- Activity: Active Listening
- Activity: Active Listening Checklist
- Activity: Active Listening Practice
- Debriefing
- Closing: Popcorn Sharing – An Appreciation

Gathering: Go-Round – Name and Favorite Place

Ask students to share their name and a favorite place to visit. It could be a place they have already visited or one that they would like to visit in the future. Before each one shares, he/she needs to repeat the previous student's favorite place. For example, Josh would say, "Hal would like to go to Hawaii. My name is Josh and my favorite place to visit is Disney World." Frank would then say, "Josh liked visiting Disney World. My name is Frank and I would like to visit Antarctica." If students forget what the person before them said or start to say what they like to do first, gently point it out, help them with the information, and ask them to try again.

Agenda Check

Say: The Gathering was a good opportunity to show what good listeners we are. Good listening requires us to pay attention to what someone is saying and not to think about other things. The Agenda shows that the topic for this lesson is Active Listening, which is a particular kind of listening. We will explore Active Listening first by making some observations about listening in general. Then we will make a chart about the skills needed to listen effectively and practice in pairs. In the Debriefing, we will tell how the practice felt and in the Closing we will show appreciation to others in the class.

Activity: Active Listening

1. Group students in pairs.
2. Ask students to respond to the following questions, which you have listed on the board or on chart paper. Explain that they should think about listening in various situations, including with their friends and family, and not just in class.
 - When is it hard for you to listen?
 - What makes it hard to listen?
 - When is it easy for you to listen?
 - Are there any things that make it easier to listen?
 - Do you listen differently in different situations?
3. When pair sharing begins to wind down, discuss with the students how and why we listen. Explain that good listening requires active participation.

Activity: Active Listening Checklist

1. Ask students what good listening looks and sounds like. (If you have the time, you might role-play both poor listening and good listening with a student or with another adult.)
2. Write their answers on the board or on chart paper, listing the attending skills (nonverbal ways of showing a person is listening) and responding skills (verbal responses) that make up active listening. These can be linear or in the form of a two-column chart. An example:

Active Listening Checklist

What You See – Attending Skills

- Eye contact
- Leaning forward, nodding
- Sitting still, not fidgeting
- No interrupting
- Giving people time to respond

What You Hear – Responding Skills

- Encouraging words: "Uh-huh" and/or "Tell me more"
- Agreeing with something the person has said
- Restating what someone has said
- Reflecting the feelings of the speaker
- Asking questions like "What happened?" and/or "How did you feel?"

Activity: Active Listening Practice

Students will practice active listening with a partner.

Designate one student to be "A" and the other "B."

1. Choose a topic from below or one that you know will get students to practice the skills of active listening.
 - What is something that you have strong feelings about?
 - Thinking back over your whole life, what was your best holiday?
2. Explain that each student will have one minute to speak while his/her partner practices the skills you have charted. Then students will switch roles.
3. Explain that Student A will speak first and should continue to speak until you give the signal to stop. Coach the listeners by saying that if the speaker does not have anything to say, an active listener should ask questions to keep the speaker talking. Remind students who are listeners to try to use the skills listed on the chart.
4. After Student A speaks for one minute, call time. Then say that Student B has 30 seconds to do two things: paraphrase what student A has just shared and state the feeling he/she thought was being communicated. (You might provide sentence starters for this part, such as, "It sounds like you were feeling..." "It seems like you feel..." "What I heard is that you felt...")
5. Switch roles and repeat the process. Student A will listen for one minute and then paraphrase and state the feelings they heard for 30 seconds.
6. Allow one minute for the pairs to give feedback to each other about what each did well in the role of the listener.
7. Invite students to thank their partners and have them return to their seats or to a circle.

Debriefing

- What did the listeners do well?
- Was it hard or easy to paraphrase?
- Was it hard or easy to reflect the speaker's feelings?
- Was it easier for you to listen or to speak?
- What was fun about this activity?

Explain: This practice was intended to help us learn about each other while we learned how to listen better. Active Listening is helpful when people get into a conflict with each other. What is one way that active listening can help when two people are in a conflict?

Closing: Popcorn Sharing – An Appreciation

Ask students to share an appreciation about the group, the class, or the process. Give some examples of an appreciation, such as a partner being cooperative or an appreciation for learning something new about listening.

Connections to McRel Standards:

- Behavioral Studies
 - Many skills can be practiced until they become automatic and if the right skills are practiced performance may improve.
- Health
 - Knows behaviors that communicate care, consideration, and respect for oneself and others
 - Knows how attentive listening skills can be used to build and maintain healthy relationships
- Language Arts – Reading
 - Summarizes and paraphrases
- Language Arts - Listening and Speaking
 - Listens to classmates and adults, doesn't interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback
 - Uses a variety of nonverbal communication skills
 - Understands the main ideas and supporting details in spoken texts
- Working with Others
 - Engages in active listening
 - Displays politeness to others
 - Uses nonverbal communication, such as eye contact, body position, and tone of voice effectively

CASEL SEL Competencies:

- SA Social Awareness
- RS Relationship Skills

ESR Theme:

- Caring and Effective Communication

Creative Collaboration Activity 10: Stand Up and Be Heard!

How can we speak up without being hurtful? How do we tell others our opinion when we disagree without making a conflict worse? What is an I-Message?

Materials

- Workshop Agenda, written on the board or on chart paper
- Two copies of I-Message skits
- I-Message format, written on the board or on chart paper

Workshop Agenda

- Gathering: Go-Round – Standing Up for Myself
- Agenda Check
- Activity: Speaking in a Strong Way – I-Messages
- Activity: Practice
- Debriefing
- Closing: Go-Round – Appreciation

Gathering: Go-Round – Standing Up for Myself

Ask students to complete this sentence: "A time I stood up for myself or for someone else was..." If necessary, provide examples such as, "I stood up for my little sister when she was at the park and someone was being mean to her""One of my friends was being teased and I stood up for him and asked another friend to stop""I said no to someone when they asked me to do something that was wrong."

Agenda Check

Say: The Gathering allowed us to hear examples of times when we were strong. Sometimes when we speak up, we attack the other person which can make things worse instead of better. As we can see by the Agenda, we are going to look at a way to speak up and be strong using "I-Messages." We will be listening to some skits and then practicing this new skill. Then we will talk about when it might be a good idea to use this way of speaking. Finally, in the Closing we will use I-Messages to show appreciation.

Activity: Speaking in a Strong Way – I-Messages

1. Introduce this activity by talking about "You-Messages" and "I-Messages." Say: Sometimes when we get mad and start to speak to someone, we start our sentences with "you" such as, "You never do what you say you will" or "You always make fun of my ideas." You-

Messages express anger by attacking, criticizing, or blaming.

2. Continue: Suppose someone borrowed your materials and did not bring them back. A You-Message might sound like this: "You're such a jerk! You can't be trusted with my stuff!" Instead of helping to solve the problem, these kinds of statements can escalate a conflict and can actually make it worse.

One alternative to this way of speaking is called an I-Message. An I-Message would sound like this: "I feel angry when you borrow my materials and then don't bring them back because then I don't have them when I need them for class." I-Messages "open the door" to allow the other person to know how we feel, instead of "slamming the door" which could cause the other person to get mad at us.

3. Have students volunteer to perform the I-Message Skits (Note: give the skits to them beforehand so they may practice before the lesson.).
4. After Skit A ask: Why do you think Gina sounded so mean when she confronted Stacey about not being invited? How do you think Stacey felt when Gina was so mean? Do you think they will still be friends? Why not?
5. Present the I-Message format to students:

I feel _____ (state the feeling)

when _____ (state the behavior)

because _____ (state the effect the behavior has on you)

6. Work with your students to come up with something that Gina can say to Stacey about not being invited. A possible statement would be: "I feel angry when I hear that you don't invite me to your party because I thought we were friends and it hurt my feelings." Allow responses as long as they stay focused on the speaker's feelings and the reason for those feelings. Make sure that they are not hidden You-Messages such as "I feel that you..."
7. After Skit B ask: How might the conversation in Skit B change the outcome of the conflict? Is there a better chance that Gina and Stacey will stay friends? Explain that Gina chose to "open the door" to let Stacey know that her feelings were hurt, instead of "slamming the door" in Gina's face and causing the conflict to escalate.

Activity: Practice

1. With partners, have students formulate an I-Message for the following situation: You are playing basketball at school and several classmates are not passing the ball to you.
2. If students comment that this language seems stiff and awkward, explain that the format is meant to provide a framework in order to learn an assertive way of speaking. As students practice I-Messages, they will feel more comfortable and deviate from the strict format.
3. Have students share the I-Messages they composed.

Debriefing

- Can you think of more instances when it might be helpful to use I-Messages?
- Assure students that with practice, I-Messages become easier. Tell them that they are especially helpful to prevent conflict from escalating. A lot of painful conflicts and acts of violence happen because both parties failed to talk out a problem when it was small and simple. Acknowledge that using an I-Message takes courage because it necessitates sharing personal thoughts with another person. Help students understand that I-Messages can be an effective tool to keep important relationships strong and allow respectful collaboration.
- Might there be a time when you choose not to use an I-Message? I-Messages are not a tool for all situations with all people. Knowing their appropriateness is an important part of acquiring this new skill.

Closing: Go-Round – Appreciation

Explain that I-Messages can also be used to tell someone that they appreciate something the person has done or said. For example, you might say, "I feel happy when you come to my house after school because I have fun playing with you." Ask students to share a positive I-Message they would like to give to someone. Model one for students if they seem to have difficulty starting.

Connections to McRel Standards:

- Behavioral Studies
 - Many skills can be practiced until they become automatic and if the right skills are practiced performance may improve.
 - Understands that communicating different points of view in a dispute helps find a compromise
- Health
 - Knows behaviors that communicate care, consideration, and respect for oneself and others
 - Knows some nonviolent strategies to resolve conflicts
- Working with Others
 - Identifies and deals with causes of conflict in a group
 - Identifies an explicit strategy to deal with conflict
 - Displays empathy with others

CASEL SEL Competencies:

- SA Self-Awareness
- SM Self-Management
- RS Relationship Skills

ESR Theme:

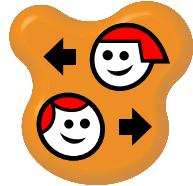
- Conflict Management and Decision Making



HANDOUT

Creative Collaboration Activity 10: Stand Up and be Heard!

I-Message Skits



Skit A

- Gina: You're a lousy friend. You didn't even invite me to your birthday party! I have you over to my house all the time, and you couldn't even invite me to one stupid party. I bet it was a rotten party anyway. You never know how to have fun. Nobody would want to go to your party.
- Stacey: Why don't you shut up! Who cares what you think anyway? It was a great party, but you have no idea how to have fun. You always make trouble. You would have ruined my party if I'd invited you!

Skit B

- Gina: I felt really hurt when I heard that you had a birthday party and didn't invite me because I thought we were good friends. It doesn't seem like something a good friend would do. When Pam and Keisha told me they were invited and you didn't invite me, I just figured that we aren't friends any more.
- Stacey: I'm sorry I couldn't invite you to my party. My mother said I could only invite two friends because all of my cousins were coming. I wanted to talk to you about it before the party, but I didn't know how to tell you because I felt so bad. I'd really like to go on being friends.

The Diversity Advantage

Creative Collaboration Activity 11: See What I See

Recognizing that we may not have the same point of view can be helpful in collaborating, especially when we are working towards an agreement. What makes up our Point of View?

Materials

- Workshop Agenda, written on the board or on chart paper
- Task Cards with actions on them (sweeping the floor, making the bed, etc.)
- Two Puppets

Workshop Agenda

- Gathering: Watch and Join Me
- Agenda Check
- Activity: "The Maligned Wolf"
- Activity: Point of View Puppets
- Debriefing
- Closing: Pair-Share – Other Stories

Gathering: Watch and Join Me

Give one student a task card that describes or pictures an action such as making a bed, cleaning the house, or learning to swim. If you choose not to make cards, you may whisper an action to students who volunteer. In an open space in the room, ask the student to act out that action silently. When another student wants to guess the action, she can whisper a guess to you and, if correct, can join in the action. Other students can join as they guess what the action is.

Agenda Check

Say: In our Gathering, we saw the activity from the point of view of the person doing the action. Our lesson today is about seeing other people's points of view. A point of view is how a person sees things or understands something. As the Agenda shows, we will be hearing a story about a wolf. Then we will talk about what point of view the story has. Next, we will use our puppets to look at their points of

view. The Debriefing will be a time to think about how our point of view might change and the Closing will be a time to share our ideas of rewriting stories to show different points of view.

Activity: "The Maligned Wolf"

1. Explain to the students that you are going to tell them a story that is based on a fairy tale they probably already know. However, the story has been changed.
2. Explain that at the end of the story, you will be asking them to tell you what the original story is and how this one is different.

The Maligned Wolf

The forest was my home. I lived there and I cared about it. I tried to keep it neat and clean. Then one day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leapt behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of her right away because she was dressed funny – all in red – and with her head covered up so it seemed as if she did not want people to know whom she was. Naturally, I stopped to check her out. I asked her who she was, where she was going, where she had come from, and all that. She turned up her nose and told me in a snooty way that she was going to her grandmother's house. As she walked down the path, she took a candy bar out of her basket, started to eat it, and threw the wrapper on the ground. Imagine that! Bad enough that she came into my forest without permission and had been rude to me. Now she was littering my home. I decided to teach her a lesson.

I ran ahead to her grandmother's house. When I saw the old woman, I realized that I knew her. Years before, I had helped her get rid of some rats in her house. When I explained what had happened, she agreed to help me teach her granddaughter a lesson by hiding under the bed until I called her.

When the girl arrived, I invited her into the bedroom where I was in the bed dressed like her grandmother. The girl came in and the first thing she did was say something nasty about my big ears. I have been insulted before, so I

made the best of it by suggesting that my big ears would help me to hear her better. Then she made another nasty remark, this time about my bulging eyes. Since I always try to stay cool, I ignored her insult and told her my big eyes help me see better. But her next insult really got to me. She said something about my big teeth. At that point, I lost it. I know I should have been able to handle the situation, but I just could not control my anger any longer. I jumped up from the bed, growled at her, and said, "My big teeth will help me eat you better."

No wolf would ever eat a little girl. I certainly did not intend to eat her – she probably would have tasted bad anyway. All I wanted to do was scare her a bit. But the crazy kid started running around the house screaming. I started chasing her, thinking that if I could catch her I might be able to calm her down. All of a sudden the door came crashing open and a big lumberjack was standing there with an ax. I knew I was in trouble, so I jumped out the window and got out of there as fast as I could.

And that is not the end of it. The grandmother never did tell my side of the story. Before long the word got around that I was mean and nasty. Now everyone avoids me. Maybe the little girl has lived happily ever after, but I have not.

3. Ask the following:

- What fairy tale does this remind you of?
- What makes it different from the version of "Little Red Riding Hood" that you are familiar with?
- Think about the original story. What do we think of Little Red Riding Hood in that story? What do we think about the wolf?
- How is our opinion of the wolf in "Little Red Riding Hood" different from our opinion of the wolf in this story?

4. Introduce the idea of point of view and say: According to Little Red Riding Hood, the bad wolf was trying to eat her. According to the wolf in this story, he was just trying to teach Little Red Riding Hood a lesson.
5. Explain that the way we see things is our point of view. Sometimes it is hard to see how other people think and feel about things if their point of view is different from ours. This can lead to misunderstandings and upset feelings. Trying to think about another person's point of view can actually help us understand why someone takes certain actions or says certain things. It can help us to work well together and resolve differences that arise between us.

Activity: Point of View Puppets

1. Using two puppets, dramatize a conflict over what TV show to watch. One puppet claims that a particular show is his/her favorite and he/she watches it every

day. The second puppet argues that the first puppet always chooses the shows they watch and that he/she never gets a turn to choose.

2. Ask the following:

- What is the point of view of each puppet?
- What might happen next in our skit?
- How will it help if each puppet thinks about the other one's point of view?

3. Explain to students that sharing a point of view can often help to work out problems. But sharing requires that we stay calm and not get angry with the other person. If both people are willing to share their points of view, creating solutions for problems becomes easier.
4. Ask students to suggest words for the puppets that will best share their points of view calmly and decide what to do next.

Debriefing

- Has there ever been a time when you changed your point of view? When you changed the way you thought about something?
- In our classroom, what are some times when we could listen to others to hear their point of view?

Closing: Pair-Share – Other Stories

Ask students to work with a partner to think of other stories that could be told from another character's point of view (for example, the story of Cinderella told from the point of view of one of the stepsisters). Allow a few minutes for each pair to think of an idea or two and then have each pair share their ideas with the class.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that the way a person views an incident reflects personal beliefs, experiences and attitudes.
 - Knows that communicating different points of view in a dispute helps find a compromise
- Language Arts – Reading
 - Makes connections between characters or simple events in literary works and people or events in his or her own life
 - Understands the author's viewpoint

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness
- SM Self-Management
- DM Responsible Decision Making
- RS Relationship Skills

ESR Theme:

- Caring and Effective Communication

Creative Collaboration Activity 12: Being Different

How can differences make conflict more complicated?
Why does it help to bring differences up for discussion?

Materials

- Workshop Agenda, written on the board or on chart paper
- **Handout:** Find Someone Different

Workshop Agenda

- Gathering: Find Someone Different
- Agenda Check
- Activity: A Time I Felt Different
- Activity: Problems Caused by Differences
- Debriefing
- Closing: New Things We Learned About Each Other

Gathering: Find Someone Different

Distribute the Find Someone Different handout. For each question, students need to find a person in the class who would answer it differently from themselves and write their name in the blank. For example, if the student is right-handed, he will look for someone who is left-handed and write that person's name on the line. Each student may only be listed once. Review the handout with the students to determine if they understand the directions, and also to be sure that they decide upon their own answer for each choice first. After the activity, invite students, in a go-round, to choose one category and explain how the person named is different from him or her.

Agenda Check

Say: As our Gathering showed, there are many differences between and among us. Differences can be fun and interesting to discuss. However, they can also lead to problems, particularly if the differences are not understood or acknowledged. Sometimes we make mistakes that are hurtful to others if we do not have a clear understanding of that person's culture or ways of doing things. Sometimes it is helpful to talk about differences in order to avoid misunderstandings. The activities in this lesson will allow us to talk about differences and how those differences make us feel. In the Debriefing, we will discuss what might be helpful to do if differences lead to problems. For our Closing, we will share things we have in common and things that are different.

Activity: A Time I Felt Different

1. Ask students to find a partner. You might suggest that partners be chosen because of a difference or you might suggest that difference yourself. For example, choose someone with a different color of eyes or hair or someone wearing a different type of shoe. Other possible choices could be a different height or someone they found a difference with on the Gathering handout.
2. Once students are in pairs, ask them to think about a time when they felt different. Provide some examples, such as eating a different type of food from everyone else at the lunch table or not wanting to do something that friends wanted to do. Perhaps they liked a different activity than their friends. Perhaps they moved to a new school and felt left out.
3. After they have a specific time in mind, ask them to tell their partner about it, describing the event, their feelings about it, and what they did.
4. Give them a minute or two each and let them know when the time is half up so they can switch roles. Once time is up, ask volunteers to share their experiences of being different with the class.
5. Discuss with the class:
 - How did it feel to be different? Was it a good feeling or a bad feeling?
 - What happened in the end?
 - Did anyone do anything to help you feel more a part of the group?

Activity: Problems Caused by Differences

1. Explain that sometimes people get into conflicts because of differences.
2. With the class, brainstorm a list of conflicts that sometimes arise because of differences.
3. Ask students to think about a time when they had a problem or observed other people having a problem because of differences. Then, with a new partner, have them take turns talking and listening. Again, give students a minute or two each and give them a halftime signal.
4. Ask volunteers to share their experiences or observations about problems caused by differences with the class.

Debriefing

- Why do differences cause problems?
- How do these problems make people feel?
- What do you think might be helpful for us to do when these problems arise?

Closing: New Things We Learned About Each Other

Invite students to say one thing they learned about another student that they did not know before this lesson.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that people can learn about others in many different ways
 - Knows that people have different interests, motivations, skills and talents
- Working with Others
 - Demonstrates respect for others in the group
 - Recognizes the contributions of others

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness

ESR Theme:

- Cultural Competence and Social Responsibility

"A Time I Felt Different" and "Problems Caused by Differences" were adapted with permission from Resolving Conflict Creatively Program: A Teaching Guide for Grades Kindergarten through Six by Peggy Ray, Sheila Anderson, Linda Lantieri and Tom Roderick © Educators for Social Responsibility, Metropolitan Area and The Board of Education of the city of New York, 1996



HANDOUT

Creative Collaboration Activity 12: Being Different

Find Someone Different



Write the name of another student in the class who is different from you in the following categories.

1	Favorite TV Show	
2	Favorite Holiday	
3	Right/Left Handed	
4	Favorite Video Game	
5	Favorite Music Group	
6	Has a Pet	
7	Birth Order	
8	Favorite Subject in School	
9	Favorite Sport	
10	Plays a Musical Instrument	

Creative Collaboration Activity 13: Different Is Good

Differences can be so interesting! How can we explore these differences in a respectful, welcoming way in order to collaborate even better?

Materials

- Workshop Agenda, written on the board or on chart paper
- Chart paper or construction paper
- Crayons or markers

Workshop Agenda

- Gathering: Go-Round – Things We Like
- Agenda Check
- Activity: Who I Am
- Debriefing
- Closing: Popcorn Sharing – A “Diversity” I am Really Proud of

Gathering: Go-Round – Things We Like

Ask students to complete the sentence: “I like _____ because _____. They can fill in the blanks with an activity they like to do or a place they like to visit. Provide an example such as, “I like to swim because it cools me off on a hot day.”

Agenda Check

Our Gathering gave us another chance to share what makes us special. As you can see by our Agenda, today we are going to share a little more about ourselves with each other by creating murals that describe us. This will give us a chance to talk about who we are, what we like to do, and what is important to us. During the Debriefing, we will see if anything we learned about others was surprising. Then during the Closing, we will choose something from our mural to share with the group.

Activity: Who I Am

1. Explain that students will have the opportunity to share what makes them unique by creating a mural. Briefly review what a mural is: a depiction of important events for someone or some place.
2. Say: Use words and pictures to draw your family. (Who do you live with? Who else do you consider part of your family?) What are some things you like to do with your family? Then tell more about yourself as an individual. (What is important to you? What are some of your hobbies and interests?)
3. Distribute paper and markers.

4. When students have completed their murals, ask them to choose one thing about their family or themselves to share in a go-round.

Debriefing

- Did you learn anything about someone else from his/her mural?
- Did anything surprise you?

Closing: Popcorn Sharing – A “Diversity” I am Really Proud of

Ask students to tell one thing that they feel makes them unique and which makes them proud. Provide examples, such as speaking another language or being born in another country.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that language, stories, folktales, music, and artistic creations are expressions of culture
 - Understands that people can learn about others in many different ways
 - Knows that people have different interests, motivations, skills and talents
- Language Arts – Writing
 - Uses writing and other methods to describe familiar persons, places, objects, and experiences

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness

ESR Theme:

- Cultural Competence and Social Responsibility

Connecting Across Cultures

Creative Collaboration Activity 14: Common Ground

How are we similar to each other?

Materials

- Workshop Agenda, written on the board or on chart paper
- A worksheet listing the name of everyone in the class for each student
- Materials for getting students into pairs, such as playing cards, puzzle pieces, matching postcards, etc.

Workshop Agenda

- Gathering: Attribute Linking
- Agenda Check
- Activity: Finding Commonalities
- Debriefing
- Activity: "Know Your Orange"
- Debriefing
- Closing: Go-Round – How Are You Like Your Orange?

Gathering: Attribute Linking

In this game, students move quickly around the room and group themselves together according to the attributes they have in common. To begin, ask students to move around the room and get together with other students who have the same birthday month as they do. When students have grouped themselves, ask each group to say, one at a time, its month. Continue by asking students to form new groups according to whether they are the oldest, youngest, middle, or only child in their families. Again, ask each group to identify itself. If time permits, add other categories that are easily identifiable. Students can also enjoy making up a cheer for their group and performing it for the class.

Agenda Check

Say: The Gathering was a great way to talk about things we have in common and the differences, or diversity, among us. As the Agenda shows, we are going to do an

activity that invites us to learn more about each other. We will be exploring things we have in common and sharing these commonalities. Then we will do an activity called "Know Your Orange" that is an interesting way to look at diversity. During our Debriefing, we will discuss what was challenging and what was fun about the activities. In our Closing, we will see what we have in common with oranges!

Activity: Finding Commonalities

In this exercise, ask students to find something that they have in common with other students in the class – an interest, a skill, a like or a dislike, etc.

1. Give students a sheet of paper with their classmates' names listed down the left edge. Their task is to go up to their classmates, one by one, and find things they have in common with each other.
2. When they find a commonality, they should write it next to the person's name on their sheets. They should then immediately move on to a new person and find a new commonality.
3. Do this for five or ten minutes or as long as interest remains high.

Debriefing

- Was it easy or hard to find things you have in common with other students?
- How does it feel to find things in common?
- Did you learn anything that surprised you?
- How does talking about our commonalities help us get along?

Activity: "Know Your Orange"

For this activity, provide objects that at first glance seem indistinguishable, such as oranges, and ask students to learn to tell one from the other. (Any other fruit or vegetable can be used for this if you wish.)

1. Distribute one orange (or other fruit or vegetable) to each pair of students. Tell the pairs that they have five minutes to inspect their oranges.

2. Collect the oranges, shuffle them around, and place them in the center of a table. Ask each pair to find their orange.

Debriefing

- What do these oranges have in common? What is different about them?
- How were you able to identify your oranges? Was it easy or hard to find something distinctive about your orange?

Closing: Go-Round – How Are You Like Your Orange?

Ask: How are you a little like your orange?

Connections to McRel Standards:

- Behavioral Studies
 - o Understands that people can learn about others in many different ways
 - o Understands that people might feel uncomfortable around others different from themselves
 - o Knows that people have different interests, motivations, skills, and talents
- Working With Others
 - o Works well with diverse individuals

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness

ESR Themes:

- Making Connections
- Cultural Competence and Social Responsibility

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Creative Collaboration Activity 15: Alike and Different

How are we similar to each other and in what ways are we different?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into pairs, such as playing cards, puzzle pieces, matching postcards, etc.
- Chart paper and markers

Workshop Agenda

- Gathering: Go-Round – New and Good
- Agenda Check
- Activity: Charting Similarities and Differences
- Activity: Face-to-Face
- Debriefing
- Closing: Go-Round – One New Thing

Gathering: Go-Round – New and Good

Ask students to share something that has happened in the last few weeks that they felt good about. This can be something they saw, something they did, something nice someone said to them, something they ate – anything that made them feel good.

Agenda Check

Say: As the Gathering showed us, sometimes we have things in common with others, and sometimes we have differences with other people – things that make us unique. Today we will be exploring both similarities and differences. When we made our Who I Am murals, we noticed that we have many things in common and also many things that make us different. First, we will make a chart of similarities and differences and then we will talk with a partner about things that we have in common and those that make us different. As we Debrief and do our Closing, we will talk about the challenges of having differences. Then we will have fun talking about what we have discovered about each other.

Activity: Charting Similarities and Differences

1. Make two columns on the board or on chart paper, one for similarities and one for differences. (If you prefer, label them Alike and Different.)

2. Ask the following:

- What characteristics can we think of that most people have in common?
- What are some differences among people?

Note: Keep in mind that some of the things that are the same can also be different in some ways; for example, people in our society usually wear clothes, but the clothes are different.

3. Encourage students to explore the full spectrum of differences among people. Students may be aware of a whole range of differences, but reluctant to say them so you may have to play an active role to overcome their perception that some things are not to be discussed. For example, you might ask: What about the different places of worship we go to? It might be helpful to add the category of religion to the list if you ask the preceding question. Ask the following:

- What are some observations we can make about the similarities and differences among people?
- What is good about having things in common? Are there any difficulties with having things in common?
- What is good about differences? What is hard about differences?

Students may bring up examples in current events that show the problems differences can create. Model reflective listening rather than encouraging debate about right and wrong in this activity. The intent is to allow the students to discover both the challenges and joys of differences.

Activity: Face-to-Face

1. In pairs, ask students to spend three minutes talking about their similarities and differences.
2. Ask them to record on paper five ways in which they are different from each other and five things they have in common.
3. Have students change partners and repeat the exercise.
4. With the entire class, make a list of typical similarities and differences on the board or add them to the list created earlier.
 - What are some of the differences?
 - Were there similarities that went along with the differences? (An example might be that people have hair, but that hair has different colors and textures.)

Debriefing

- Did we notice mostly physical characteristics?
- What other characteristics might we have noticed or discussed?
- What features are most people born with?
- Which can they change? How?
- In looking at our lists, which differences do you think are the most challenging? Why?

Closing: Go-Round – One New Thing

Ask students to share one new thing they learned about someone in the class.

Connections to McRel Standards:

- Behavioral Studies
 - Understands that people can learn about others in many different ways
 - ○ Knows that people have different interests, motivations, skills and talents

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness

ESR Theme:

- Cultural Competence and Social Responsibility

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Creative Collaboration Activity 16: “Pre-Judging” – Prejudice

Why do people treat each other so differently? How do people become prejudiced? What difference does this make to us working together?

Materials

- Workshop Agenda, written on the board or on chart paper
- “The Sneetches” by Dr. Seuss (New York: Random House, 1961), use the book or the film

Workshop Agenda

- Gathering: Go-Round – A Food I Like Now
- Agenda Check
- Activity: “The Sneetches”
- Debriefing
- Closing: Popcorn Sharing – Next-Steps

Gathering: Go-Round – A Food I Like Now

Ask students to share a food that they like now, but did not like when they were younger. Provide some personal examples.

Agenda Check

Say: Some of the foods we talked about during the Gathering may be foods that not everyone immediately likes. These foods may have unusual tastes for some of us or be unfamiliar to our cultures. Trying something new when it seems strange can be like looking at our prejudices. We may think, “Oh, I’ll never like spinach. Everyone says it’s icky.” Then we try it and find we like it. Dr. Seuss wrote a book about this experience called Green Eggs and Ham. Does anyone remember this book? (Briefly review the plot and theme.) Today, as the Agenda shows, we are going to listen to another book by Dr. Seuss, The Sneetches. We will learn about the way the Sneetches treat each other and define the word prejudice. In our Debriefing, we will identify a time when we might have changed our minds about someone or something.

Activity: “The Sneetches”

1. Read the story aloud (or use the film version).
2. Discuss the theme with the students. One way to have students discuss the following questions with their classmates is to use a strategy called Concentric Circles. Half of the class stands in a circle facing out, while the other half stands in an outer circle facing a partner in the inner circle. Ask the first question and allow students a minute or two to discuss it with their

partners. Then have the outer circle move a particular number of people in one direction. (For example, say to students, “Outer circle move two people to your right.”) Pose the next question and have students discuss it with their new partners. Then have the inner circle move two people to its left and so on. This way, students talk with many partners and hear many different perspectives. After each question, ask a few volunteers to share their responses. Keep the responses brief and then move on so that students stay engaged.

Questions:

- At the beginning of the story, what did the Star-Belly Sneetches think about the other Sneetches? Why did they think this way? (Explain that the attitude expressed by the Star-Belly Sneetches is called prejudice – pre-judging others before knowing them individually.)
- The Star-Belly Sneetches were not born thinking this way, so how did they learn to think this way?
- How did prejudice hurt the Plain-Belly Sneetches? How did it hurt the Star-Belly Sneetches?
- In what way are Sneetches like people? Have you ever heard someone say, “Oh I don’t like those so-and-so’s. They are all _____” and then this same person goes on to make a statement about a whole group of people being a certain way?
- Are there groups of people that other people are prejudiced against?
- If people are not born with prejudices, how do they get them?

Debriefing

Invite students to return to their seats or sit in a circle with you. Discuss the term prejudice now that they have had the chance to see an example of it and talk about real-life examples. Explain that unlearning prejudice can be difficult, particularly when we do not even realize we are prejudiced. Discuss any insights the students might have gained from this story and their discussions with their partners. Ask: Did you learn anything new about prejudice from our activities today?

Closing: Popcorn Sharing – Next Steps

Ask students to think about the steps they might take when they feel that they are prejudiced against someone. Let students know that it is difficult to recognize one's own prejudices and that everyone pre-judges others from time to time. Begin with a common scenario to start them thinking. Ask: What can we do when we do not want to play with someone at school, for example, because we have a feeling of judgment about them? Could we try inviting them to play? What else could we do? What about

if we see someone being bullied or teased about being a member of a particular group? What actions could we take?

Connections to McRel Standards:

- Behavioral Studies
 - Understands that people often like or dislike others because of membership in or exclusion from a group
- Language Arts – Reading
 - Understands elements of character development
 - Draws conclusions about character's qualities and actions based on knowledge of plot, setting, character's appearance or motives, and others' responses to a character
 - Makes connections between characters or simple events in literary works and people or events in his or her own life
- Self-Regulation
 - Suspends judgment when appropriate

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness

ESR Theme:

- Cultural Competence and Social Responsibility

Creative Collaboration Activity 17: Dismissing Discrimination

Many things we see in our world are unfair to someone or a group of people. How do we define discrimination? What difference does it make to individuals in our society? What are some things we can do to make things better?

Materials

- Workshop Agenda, written on the board or on chart paper
- Chart paper and markers
- Paper and art materials

Workshop Agenda

- Gathering: It Isn't Fair!
- Agenda Check
- Activity: What Isn't Fair?
- Activity: If I Were In Charge...
- Debriefing
- Closing: Sharing Pictures

Gathering: It Isn't Fair!

Ask students to share with a partner something that they think is not fair in society. These can be personal issues or issues that students notice in the world at large. Provide some examples with a starter, "It isn't fair that..." After giving pairs a minute or two, ask for volunteers to share what they came up with. Ask how students feel when they sense that something is not fair. What feelings come up?

Agenda Check

Say: As we saw in our Gathering, there are many things that we can identify as being unfair in our world. These are often things that occur because of discrimination. In our last lesson, we talked about prejudice; today, we will look at discrimination. As you can see by the Agenda, we will think about what you would do about things that are not fair if you were in charge. Each of you can do something – even a small thing – that can make the world a better place. As you get older, there are more and more opportunities to take action to make more things fair. Today you are going to create a visual of one of the ideas you come up with to make things better. After that, we will look back at what we learned and then share our great ideas in our Closing.

Activity: What Isn't Fair?

1. Chart the things that came up in the Gathering and then challenge students to add to the list. Try to make the examples as specific and personal as possible.

2. At some point students may cite an example of prejudice or discrimination: for example, "It isn't fair when people make fun of you because of your clothes" "It isn't fair when people won't let you play a game because you're a girl" "It isn't fair that some people have an easier time getting into college than other people."
3. If students get stuck, ask: Can you think of an example of prejudice you have seen on TV or in a story we have read? Can you think of an example of prejudice against someone because of his or her ethnic group? Have people been treated unfairly just because they were a boy or a girl, because they were young, old, disabled, or poor, because of their religion, or because their family was different?
4. Explain the difference between prejudice and discrimination. Prejudice is an opinion or attitude formed without knowledge. Discrimination is acting unfairly on the basis of those negative opinions, stereotypes and attitudes. Acts of discrimination are not fair; they are examples of injustice.

Activity: If I Were In Charge...

1. In this activity, students will take the list of things that they just created and brainstorm a list of things that can be done to make them more equitable. When things are unfair some people may benefit, but others are hurt. Refer to the list of things that students just created and ask: If you were in charge, what would you do to make these things fair?
2. Take each of the examples on the list of unfair things and ask students to brainstorm remedies for the injustices. List them on chart paper. Help them go beyond the obvious, reality-based, and superficial solutions to more detailed and imaginative ones. Remember that the goal is not for the students to actually cure the social ills, but rather to become aware of them as problems that need solutions and to think freely and imaginatively about what they would like to do.
3. Say: Now I am going to ask you to think of one of these unfair things on the list and something you would like to do about it if you could. You are going to create a visual representation of what you would do if you were in charge. Give directions about materials, where students will work, and how much time they will have. Explain that they may use words, or pictures, or a combination of both.

Debriefing

- Is life always fair? How do people feel when they are treated unfairly? Many times unfair treatment

is the result of prejudice – of not getting to know people or giving them a chance. When people are treated unfairly just because they belong to some group or look a certain way, we call that discrimination.

- What is an example of discrimination?
- If you get to tell your family about our lesson today, how would you define discrimination?

Closing: Sharing Pictures

In a Go-Round, ask students to briefly explain the idea that their picture portrays.

Connections to McRel Standards:

- Language Arts –Reading
 - o Makes connections between characters or simple events in literary works and people or events in his or her own life
- Language Arts - Listening and Speaking
 - o Contributes to group discussion
 - o Responds to questions and comments (e.g. gives reasons in support of opinions and comments)
- Self-Regulation
 - o Suspends judgment

CASEL SEL Competencies:

- SO Social Awareness
- DM Responsible Decision Making

ESR Theme:

- Cultural Competence and Social Responsibility

How to Get the Best Out of a Team

Creative Collaboration Activity 18: Working Together

Cooperation can be fun and working in groups can be a great learning experience. How can we get the most out of cooperating and what makes it most productive?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into pairs and groups, such as playing cards, puzzle pieces, matching postcards, etc.

Workshop Agenda

- Gathering: Birthday Line-Up
- Agenda Check
- Activity: Defining Cooperation
- Activity: Machine Building
- Debriefing
- Closing: Rainstorm

Gathering: Birthday Line-Up

Ask students to line up, without talking, in order of the day and month of their birthdays, from January to December. They need to decide how to communicate without words. Designate where they should start and end the line.

Agenda Check

Say: What did you find difficult about the Gathering? How did you cooperate, even though you could not use words? Cooperation can be fun and easy, but sometimes it can be difficult. As the Agenda shows us, our lesson is about cooperation. We are going to define what cooperation means, share a story about a time we cooperated successfully, and then play a game that will require us to cooperate. After we Debrief, we will make a rainstorm happen in our room by cooperating with each other!

Activity: Defining Cooperation

1. Ask students what the word cooperation means.

Using their contributions as much as possible, define cooperation as “two or more people working together toward a common goal.”

2. Divide the class into pairs and ask students to think about a time when they worked with at least one other person to do something or produce something they felt proud of. (Examples: Students completed a school group project; they worked with family members on a home project, etc.)
3. After talking in pairs, ask for a few volunteers to share their experiences with the whole class. Ask the following questions:
 - What was fun about the time you just described?
 - What were some of the difficulties that you may have had?
4. Ask students to help create a list of specific behaviors that are needed when people are cooperating to create something. Encourage the list to be specific, with items such as listening, being fair, trying to include everyone’s ideas, being organized, being patient, trying to be good team member, etc. Tell students that these are skills they will bring to the next activity.

Activity: Machine Building

1. Ask the students to think of different machines and list them on the board. If items seem to be in only one category, such as kitchen items, encourage other categories so that the list encompasses many.
2. Ask for student volunteers to help you demonstrate the process that you will soon be asking students to use. For example, you might demonstrate making a washing machine with two people stretching their arms out in front of them and joining hands to form the body of the machine. A third person acts the part of the agitator, kneeling in the center and moving back and forth. Ask the class to try to figure out what machine you are modeling.
3. Remind students that the game will require students to cooperate in order to be successful.
4. Divide the class into groups of four or five to create their own machines. Allow at least ten minutes for

- students to prepare. They may want to be somewhat secretive in their preparations, since the rest of the class will be trying to decide what they are later.
5. Have the groups perform their creations for the class one at a time.
 6. After each performance, allow group members to call on classmates to guess what machine was modeled. Tell students not to guess during the demonstrations because this can take away from the fun of the demonstrations.
 7. Applaud each performance.

Debriefing

- How did you decide what machine to demonstrate?
- How did you decide who should do which part?
- Did you run into any "stumbling blocks" along the way?
- What was fun about this activity?

If students are brave enough to admit to difficulties, avoid blame and acknowledge the fact that cooperation can sometimes be difficult. Focus on what might have helped and ask students what they might do differently the next time. If students share that someone was bossy, acknowledge that we sometimes like to do things a certain way because we think it is best. Ask for possible ways to speak assertively to let someone know that what they are saying sounds bossy. See earlier lessons on speaking assertively and seeing different points of view to help students remember the tools to deal with the frustration of not being able to cooperate as well as they might like.

Closing: Rainstorm

This is a cooperative game in which students work together to make the sounds of a rainstorm. A great way to introduce this activity is to ask students if they would like to make some noise! With students standing in a circle, the teacher moves around the inside of the circle facing the students. When the teacher demonstrates a motion, students copy that motion and continue to make the motion until the teacher comes around again and changes the motion.

Begin by rubbing your hands together in front of one person in the circle. That person then imitates your motion. Go around the circle, gradually bringing everyone into the motion of rubbing his or her hands together. The second time around the circle, snap your fingers in front of each student to indicate that he should switch from rubbing his hands to snapping his fingers. Everyone should still be rubbing hands together until the teacher

passes them snapping her fingers, indicating they are to begin to snap. The third time around, make a loud pattering sound by slapping your thighs indicating, as you go round the circle, that students should join you. Now, go around the circle one more time stamping your feet. The idea behind all this is that, by cooperating, the students have made the sounds of a rainstorm: the rustling leaves, the rain beginning to fall, the rain becoming louder, and the thunder booming.

The next part of the game is the subsiding of the storm. Direct it by moving from the stamping of feet, back to the slapping of thighs, then to the snapping of fingers, and finally to the rubbing of hands. A last spin around can be keeping the hands still to bring silence.

Connection to McRel Standards:

- Language Arts - Writing
 - Pre-writing: Brainstorms ideas
- Working With Others
 - Challenges practices that are not working in a group
 - Demonstrates respect for others in the group
 - Identifies and deals with causes of conflict in a group
 - Evaluates the overall progress of a group toward a goal
 - Contributes to the development of a supportive climate in groups
 - Displays friendliness towards others
 - Displays politeness towards others
 - Provides feedback in a constructive manner
 - Recognizes the contributions of others

CASEL SEL Competencies:

- SM Self-Management
- RS Relationship Skills

ESR Theme:

- Making Connections

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Creative Collaboration Activity 19: Give and Take

How does helpfulness aid in cooperating? Can we notice when others need our help?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into groups, such as puzzle pieces, matching postcards, etc.
- Word cards made from colored index cards (each group of five words should be on the same color index card)
- Envelopes for each set of word cards
- Game rules written on the board or on chart paper
- One beanbag for each student

Workshop Agenda

- Gathering: Count to Five
- Agenda Check
- Activity: Broken Sentences
- Debriefing
- Closing: Frozen Beanbags

Gathering: Count to Five

The challenge is to have students call out numbers from one to five without having two students talking at once. Introduce the game with the following rules:

- Anyone can call out a number, starting with one
- The numbers have to be in order
- If two students say the same number at the same time, the class has to start over.

Ask for a volunteer to be the monitor. If he/she hears two people talking at the same time, he/she raises his/her hand to signal that the game has to start over. Set a timer for three minutes. At the conclusion, discuss what made this gathering hard and what might make it easier.

Agenda Check

Say: The Gathering was an opportunity to practice cooperating in a large group. Our lesson today continues our discussion of working cooperatively by playing a game called Broken Sentences. Many times, completing a cooperative task requires that group members be aware of each other's needs. Sometimes in our rush to complete a task we do not notice the needs of others, which slows down our efforts and can undermine our ability to do well in a cooperative project. After the activity, we will debrief by talking about what went well in our cooperating and

what is still challenging. During the Closing, we will play another cooperative game.

Activity: Broken Sentences

1. Explain to students that the purpose of this game is to think about the importance of every person's contribution to a cooperative group. Ask if they have heard the expression "go slow to go fast" and what they think this means. It is often our tendency to rush through a project that we are trying to complete, in order to get it done. But this can prevent us from noticing what is going on and being attuned to everyone in the group. Then, when the task is done, some people have been overlooked and many times our product is not as good as it could have been. This game will invite us to look at the needs of others in a group project and perhaps be more successful.
2. Divide the students into groups of five.
3. Explain that you will give each student an envelope with word cards in it. When they get their envelopes, students should open them and lay the words out in front of them. Students must work with group members to form sentences using the word cards. The cooperative part of this game is that students do not try to make sentences using only their own cards. They help the other members of their group complete their sentences by giving away words. When the cards are arranged correctly, the words will make five complete sentences, one sentence per student.
4. Stress that this is a giving game. There are only four rules to this game:
 - No talking and no using hand signals.
 - You cannot ask for or take another player's pieces.
 - You can only give away pieces.
 - The game is not finished until every person has a complete sentence.
5. Distribute the envelopes.
 - Envelope 1: Spring, begun, eager, into
 - Envelope 2: here, blinded, have, dashed, the
 - Envelope 3: is, The, start, reading, The
 - Envelope 4: sunlight, barking, I'm, cat, house
 - Envelope 5: The, me, dogs, to
6. While the groups are working, circulate as an observer. Interrupt if you see rule violations or signs of serious misunderstanding of the process. When completed, the sentences should read:
 - Spring is here.
 - The sunlight blinded me.
 - The dogs have begun barking.
 - I'm eager to start reading.
 - The cat dashed into the house.

7. If some groups finish before others, have the groups discuss what was fun about the game and what was difficult. This will allow the groups that take longer to finish without the added pressure of being watched by the other groups.

Debriefing

- Did you keep an eye out for people in your group who needed help?
- How did it feel when someone helped you?
- How did you make decisions about which word went where?
- How did your group work together?
- If we did this activity again, is there anything you would do differently?

Closing: Frozen Beanbags

This is a great game to practice cooperation. Students will each need a beanbag, which they place on their heads. Give everyone a chance to walk around a little bit to practice trying to keep the beanbag on his/her head. Then explain the rules. The goal of the game is to have everyone moving around as long as possible. If a beanbag falls, that student is frozen. The only way to get unfrozen is for someone to pick up the beanbag and put it back on the student's head. But if the person's beanbag falls while he/she is helping, he/she is also frozen until someone helps them. Start the game, reminding students that the goal is to keep everyone moving as long as possible. Playing the game yourself lets you demonstrate how to help others. It usually only takes a few minutes for everyone to be frozen. Replay the game, trying to improve the group's wandering time. Ask students to reflect on how they can help others in this game. Also, ask how others can help them.

Connections to McRel Standards:

- Working With Others
 - Demonstrates respect for others in the group
 - Evaluates the overall progress of a group toward a goal
 - Contributes to the development of a supportive climate in groups
 - Displays friendliness with others
 - Displays politeness with others
 - Recognizes the contributions of others

CASEL SEL Competencies:

- RS Relationship Skills

ESR Theme:

- Making Connections

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Creative Collaboration Activity 20: “Roles” of the Road

How do we help or hinder others in working cooperatively? What roles that we take when working with others help the group and which ones undermine the progress of the group?

Materials

- Workshop Agenda, written on the board or on chart paper
- Chart paper and markers
- **Handout:** Positive Team Roles
- **Handout:** Negative Team Roles

Workshop Agenda

- Gathering: A Game I Like to Play
- Agenda Check
- Activity: Positive Roles
- Activity: Negative Roles
- Debriefing
- Closing: One Thing I Would Like to Do Better...

Gathering: A Game I Like to Play

Ask students to say a game that they like to play that requires cooperation.

Agenda Check

Say: As our Gathering showed us, some games require that we work well together. If participants in a game do not cooperate, we can become frustrated and want to stop playing. Today, we are going to look at roles we can take when working with others in a group, both positively and negatively. We will complete a checklist and then talk about things we have noticed in ourselves and in others that can be a negative influence on a group. Our Closing will invite us to think about what we would like to do better when we work with others in the future.

Activity: Positive Roles

1. Explain that we all play roles when we are working in groups.
2. Ask students to identify some of the positive roles in groups and record their contributions on chart paper. If a suggestion is vague, such as “leader,” encourage them to explain more fully. Ask: What does a leader do? What behavior might one see in a leader?
3. Distribute the Positive Team Roles handout. Have students rate themselves in each of the roles listed on a scale from one to five, where one is low (you do not like this role nor do you play it very often)

and five is high (this is the role you find yourself in frequently and is comfortable for you). After they rate their performance in each role, have students list approximately three behaviors that might be observed in the person who plays that role. If students have trouble with this part of the task, ask them to think about someone they know who is good at the role and think of the things that person does.

4. Give students 10 to 15 minutes to complete the checklist. Then discuss the roles by having the class brainstorm a list of the behaviors for each role and record on chart paper.

Activity: Negative Roles

1. Ask students to identify some of the negative roles they have seen people play in groups and record their contributions on chart paper. Some students may talk about behaviors more than roles. This is not a problem, but as you record the contribution note whether it is a role or a behavior.
2. Distribute the Negative Team Roles handout. (Note: this list is different in format from the previous handout.) Explain that sometimes everyone finds him or herself in these roles, at least temporarily. In pairs, ask students to discuss experiences they have had where either they or someone they know fell into each role. Ask students not to identify others by name, but instead to say, “Someone I know...”

Debriefing

- Which roles do you find most difficult or annoying when you are in a group?
- What could you do for your teammates to help them avoid these behaviors and styles of working?
- What can your teammates do that would help you when you are in one of these roles?

Closing: One Thing I Would Like to Do Better...

In a Go-Round, ask students to share one positive role that they would like to improve on when working in a group.

Connections to McRel Standards:

- Language Arts - Listening and Speaking
 - Contributes to group discussion
- Working With Others
 - Demonstrates respect for others in the group
 - Evaluates the overall progress of a group toward a goal
 - Contributes to the development of a supportive climate in groups
 - Displays friendliness with others
 - Displays politeness with others
 - Recognizes the contributions of others
- Behavioral Studies
 - Knows the difference between positive and negative behaviors used in conflict situations

CASEL SEL Competencies:

- RS Relationship Skills

ESR Theme:

- Cultural Competence and Social Responsibility



HANDOUT

Creative Collaboration Activity 20: "Roles" of the Road



Positive Team Roles: Roles that Encourage Collaboration

Rate Your Behaviors

Rate your behavior from low to high according to the role you play in a team. Write a check mark next to the appropriate number.

Low —————→ **High**

Initiator

Proposes ideas, suggests next steps, has vision, is willing to experiment

1

2

3

4

5

Organizer / Coordinator

Keeps track of who is supposed to do what by when, keeps the group on track and on task

1

2

3

4

5

Seeker

Identifies what information and resources are needed, does research, synthesizes information

1

2

3

4

5

Encourager

Looks for ways to encourage everyone's participation and thinking, praises people when they try

1

2

3

4

5

Harmonizer

Checks in on feelings, tries to resolve conflicts, knows when the group needs a break or a heart-to-heart talk

1

2

3

4

5

Clarifier / Summarizer

Pulls together different ideas, clears up confusions, knows when the topic has been discussed enough, offers conclusions

1

2

3

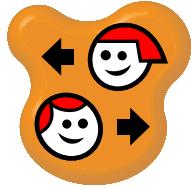
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5



HANDOUT

Creative Collaboration Activity 20: "Roles" of the Road



Negative Team Roles: Roles that Discourage Collaboration

Think about your experiences with these roles:

Distracter	Sometimes known as “the joker”: talks about everything except the task at hand, fidgets to get attention, makes jokes, makes fun of people’s ideas
Rebel	Also known as the “blocker”: the group’s holdout, is negative about every idea, knows the “right” way to do everything, becomes stubborn and will not budge
Dominator	Has to be in charge, needs to feel more important, more popular, and/or smarter than everyone else, puts down others’ ideas, does not like to share the spotlight
The Silent One	Does not share his or her ideas, holds back, is not involved
Doom and Gloomer or The Grump	Expects the group to fail, claims tasks will not work, ideas are bad, the project is boring, spreads a sour mood

Creative Collaboration Activity 21: Deciding Together

Making a decision in a group can be challenging. Learning the different strategies available to us can help us be successful.

Materials

- Workshop Agenda, written on the board or on chart paper
- Chart paper and markers
- Materials for getting students into groups, such as playing cards, puzzle pieces, matching postcards, etc.
- **Handout:** Group Decision-Making Strategies

Workshop Agenda

- Gathering: A Warm, Happy Place
- Agenda Check
- Activity: Group Vacation
- Debriefing
- Closing: I Wish, I Wish

Gathering: A Warm, Happy Place

Ask students to close their eyes and see themselves in a warm, comfortable, and happy place. After a minute, ask students to share their places.

Agenda Check

Say: Many times, we find ourselves making decisions with others. We might be deciding what to do with our free time or how to proceed with a task. Sometimes these decisions work out well and sometimes they do not. Sometimes, one person in a group decides for the rest of the group. In our lesson today, we are going to practice making a decision in a group and then look at some strategies people use in decision-making.

Activity: Group Vacation

1. Divide students into groups of four. Designate a spokesperson for each group. Say: Your group has just won an all expenses paid two-week vacation anywhere in the world, but you must take the vacation together and you can only go to one place. Your task as a group is to decide on the one place where you will take your vacation.
2. Explain that they will have 15-20 minutes to discuss the possibilities and come to a decision. If the group fails to come to a decision, they will lose their prize.
3. When the time is up, have each spokesperson report its group's decision and the method(s) used to arrive

at that decision. List these methods on the board or on chart paper. When all groups have reported, review the list with the class. If anyone can identify other decision-making strategies that are possible, but not listed, add them to the list. Discuss the advantages and disadvantages of each method.

4. Distribute the Group Decision-Making Strategies handout. Read the handout with the class and compare it to the strategies the class has listed.
5. You can repeat this activity using other decisions:
 - Your group has just been given \$5,000, but the group must give the money away. They may give it to an organization or an individual but it must be only one.
 - Your group has been given the job of making one major change in your school that will benefit students, teachers, and staff.

Debriefing

- Which decision-making strategies do you use most often when you are with your friends?
- What does a group need to consider before it chooses a decision-making strategy? (For example: How important is the decision? What are the consequences if some people in the group dislike the decision?)

Closing: I Wish, I Wish

Ask students to share with a partner a time they wished they had used a different decision-making strategy. Maybe they regret a decision they made or did not involve enough people in the decision. What might they do differently now that they have thought about these strategies?

Connections to McRel Standards:

- Behavioral Studies
 - Understands that communicating different points of view in a dispute helps find a compromise
- Health
 - Knows some nonviolent strategies to resolve conflicts
- Working with Others
 - Resolves conflicts of interest
 - Identifies an explicit strategy to deal with conflict
 - Establishes guidelines and rules for negotiating
 - Displays empathy with others

CASEL SEL Competencies:

- SA Self-Awareness
- SM Self-Management
- RS Relationship Skills
- DM Responsible Decision Making

ESR Theme:

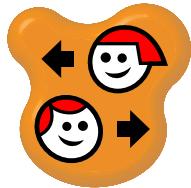
- Conflict Management and Decision Making



HANDOUT

For Creative Collaboration Activity 21: Deciding Together

Group Decision-Making Strategies



Voting Decision or Majority Rule	Several choices or solutions are suggested. Each group member gets to vote for the choice he or she likes. The choice that gets the most votes is the one the group chooses.
Consensus Decision	Through discussion, everyone in the group agrees to consent to a decision. In other words, every member of the group does not necessarily agree to the decision, but everyone agrees not to stand in the way of the decision. The group members discuss and listen to each other until all members of the group can give their consent.
Compromise Decision	Everybody in the group agrees to give up a little of what they want. The group finds a solution that involves everyone giving up something.
Chance Decision	The group flips a coin or draws straws to choose what it will do.
Arbitration Decision	The group asks an outsider to make the decision for them. The outsider is called the arbitrator. The group agrees to do what the arbitrator decided.
The Leader Decides	The group chooses a leader. The leader hears what everyone thinks about the problem and the leader decides what the group will do.



Creative Collaboration Activity 22: Guiding Geese

Can we really learn how to work together by looking at animal behavior?

Materials

- Workshop Agenda, written on the board or on chart paper
- Materials for getting students into groups, such as playing cards, puzzle pieces, matching postcards, etc.
- **Handout:** Guiding Geese

Workshop Agenda

- Gathering: Clapping Game
- Agenda Check
- Activity: Guiding Geese
- Debriefing
- Closing: Rhythms

Gathering: Clapping Game

Choose one student to leave the room. Ask the rest of the group to choose an object for the student to find when they return. Explain that when the student returns, they are to clap to help the student find the object, clapping louder and louder if the student comes near the object and clapping softly when they are far away, until the student finds the object. Repeat with one or two students.

Agenda Check

Say: To do this Gathering, we all cooperated to help the person find the object. Our activity today will ask us to look at how geese cooperate and see if we can learn anything from their behaviors. We will be completing this in groups and then looking at how this might help us to work even better together. The Closing will let us clap some more!

Activity: Guiding Geese

1. Divide students into groups. Distribute the Guiding Geese handout. Have the group members respond to the handout in the spaces provided. Allow 20 minutes or so for groups to complete the handout.
2. Bring everyone back into a large group to discuss.

Debriefing

- What were some of the ideas your group thought of for the first paragraph, the second, and so on?
- Which habits of geese do you think will be the most helpful for your groups? Why?

- Are there goose habits that you hope your groups will not imitate?

Closing: Rhythms

Ask everyone to close their eyes and begin to clap in whatever way they want. Have them continue until you call time. (Usually this begins in a very chaotic way but then gradually people start to synchronize the sounds they are making. The end result is a fine rhythmic experience.)

Connections to McRel Standards:

- Working With Others
 - Demonstrates respect for others in the group
 - Evaluates the overall progress of a group toward a goal
 - Contributes to the development of a supportive climate in groups
 - Recognizes the contributions of others
 - Challenges practices that are not working in a group
 - Provides feedback in a constructive manner

CASEL SEL Competencies:

- SA Self-Awareness
- SO Social Awareness
- SM Self-Management
- DM Responsible Decision Making
- RS Relationship Skills

ESR Theme:

- Conflict Management and Decision Making



HANDOUT

Creative Collaboration Activity 22: Guiding Geese

Guiding Geese

Geese fly in a "V" formation. Scientists who have studied the flight patterns and behaviors of geese have learned some interesting facts. As each goose flaps its wings, it creates an uplift for the bird that is flying behind and just a little to one side of it. Scientists estimate that by flying in this "V" formation, geese are able to fly 70% farther than if each goose flew on its own.

What our team might learn from this is: _____

If a goose falls out of formation, it immediately feels increased drag and resistance, so it gets quickly back into formation to take advantage of the lifting power of the bird in front.

What our team might learn from this is: _____

Geese take turns being the lead goose that flies at the point of the "V." When the lead goose tires, it moves back in the formation and a new goose moves into the lead position.

What our team might learn from this is: _____

Scientists have discovered that there are two reasons the geese in the rear of the formation honk. One reason is that their honking encourages the geese up front. Another is that it lets the lead goose know where the tail end of the formation is.

What our team might learn from this is: _____

When a goose is sick or wounded it flies down to the ground and two other geese pull out of the formation and join the one in trouble. They stay with it until it is well enough to fly or until it is dead. Then the two (or three) go forward on their own until they find and join another "V" formation of geese.

What our team might learn from this is: _____

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