

# ACKNOWLEDGMENTS

The Government of the Island Territory of St. Maarten in collaboration with D. E. R. P. I. extends thanks to the following persons for their contributions to this project.

USONA for funding the project

**Writer and developer**

Monica Hunt

**Formatter**

Celia Stewart, M. S. Ed

**Cover Designer**

Priscilla S. Bell M. A. Ed

**Editors**

***Curriculum Writing Team Members:***

Chairperson Celia Stewart, M. S. Ed

Vivian Roberts M. A. Ed

Juliana Hodge-Shipley M. A. Ed

Vera Illidge Milliard M. A. Ed

Brenda Maynard B. A. Ed

Marva Sam-Arrindell B.A.

# CONTENTS

<b>Introduction</b>	<b>3</b>
<b>Domain 1: Social Skills</b>	<b>4</b>
<b>Domain 2: Self-Regulation</b>	<b>6</b>
<b>Domain 3: Work Attitude</b>	<b>8</b>
<b>Domain 4: Critical Thinking and Forming Opinion</b>	<b>10</b>
<b>Glossary</b>	<b>12</b>
<b>Appendix</b>	<b>14</b>
<b>Checklist</b>	<b>27</b>
<b>References</b>	<b>30</b>

# Social & Emotional Development

## Introduction

Why is a Social and Emotional Development Curriculum essential to the classroom environment?

We are all created to be social creatures. The way students and teachers interact with others is influenced by characteristics such as education and experience. According to Lemn Sissay, students must have a clear understanding of their past if we are going to empower them to be successful in the future. Knowledge of the past gives them an identity or a clear understanding of who they are now and enables them to set goals and work towards becoming more productive members of the community. But knowing themselves is not enough, for as John Donne says, “No man is an Island”. It is therefore essential for students to understand that every person is unique and has his or her own experiences and belief system. Being different from someone does not make them greater or smaller than the next person, but simply unique.

The implementation of a Social and Emotional Development Curriculum provides teachers with the necessary tools to encourage students to learn and practice self-exploration, self-reliance, independence, acceptance or tolerance of those who are different, and teamwork. It is at this early stage in life, we are grooming them into the individuals they become. Therefore, it is essential that we provide them with the tools necessary to become successful.

# SOCIAL & EMOTIONAL DEVELOPMENT

## DOMAIN 1: SOCIAL SKILLS

Standard 1: The student is equipped and empowered to work in groups.

Target Behaviors	Content/Skills	Vocabulary	Assessment Opportunities
<p><b>1.1(1)</b> Identify him/herself as both an individual and a member of different groups (e.g. class, community, family, school)</p> <p><b>1.1(2)</b> Demonstrate behaviors that are caring, considerate and respectful of self and others (including those having different cultures, disabilities, ethnicities, genders, religions and sexual orientation)</p> <p><b>1.1(3)</b> Communicate cooperate and negotiate differences with others when working in groups</p> <p><b>1.1(4)</b> Demonstrate an understanding of his/her fundamental human rights and those of others, and voice those rights</p> <p><b>1.1(5)</b> Develop an awareness of gender identity and sexual orientation and to show respect to those whose sexual orientation differs</p>	<p>Pro Social behaviors:</p> <ul style="list-style-type: none"> <li>• Use of social courtesies</li> <li>• Sharing and helping others</li> <li>• Attentive listening</li> <li>• Using appropriate actions and words when expressing needs and wants</li> <li>• How to give and accept compliments</li> <li>• Respecting the differences in appearance, culture, and religious beliefs</li> </ul> <p><i>Curriculum Links:</i></p> <ul style="list-style-type: none"> <li>• Language and Communication</li> <li>• Philosophy of Life</li> <li>• Social Studies</li> </ul>	<p>Acceptance Active listening Culture Groups Disability Identity Communication Empathy Human Rights Respect Tolerance</p>	<p>Teacher observes and records when the student:</p> <ul style="list-style-type: none"> <li>• Identifies him/herself as a member of different groups</li> <li>• Uses social courtesies</li> <li>• Shares experiences and differences of opinion with others</li> <li>• Is empathetic and receptive to the experiences of others</li> <li>• Expresses acceptance and tolerance of those with differing views or lifestyles</li> <li>• Shows respect to those with differing appearance, culture, sexual orientation, religious beliefs etc.</li> </ul>

<b>Suggested Experiences</b>		
<b>Whole Class</b>	<b>Small Group / Centres</b>	<b>Resources</b>
<p><b>1.1(1) A</b> Host a Culture Day: Have parents and students display their culture through art, clothing, dance, food, games, music and religion.</p> <p><b>1.1(2)A</b> Invite someone who has a disability to speak to the class about their experience.</p> <p><b>1.1(3)A</b> Read literature or show videos about people with differences who resolved conflicts without violence. Discuss strategies for conflict resolution. (See Appendix p.19)</p> <p><b>1.14(1)A</b> Let students read and discuss newspaper articles about fundamental human rights violations in St. Maarten/St. Martin and the wider world.</p> <p><b>1.1(5)A</b> (Year 4 Only) Show documentaries or videos about ‘gay’ students and their experiences in the classroom and the community as a whole. Facilitate a class discussion, focusing on the individual’s feelings and possible violations of their rights as shown in the viewed program</p>	<p><b>1.1(1)A</b></p> <ul style="list-style-type: none"> <li>Let the students create a life map of significant events in their lives. (See Appendix p.15 )</li> <li>Divide students into groups of fours or fives and have each group select a foreign country to research. Presentation will be made to the class, where each member of the group presents a segment of the culture they have researched; (e.g. art, clothing, dance, food, games, music and religion)</li> </ul> <p><b>1.1(2)A</b></p> <ul style="list-style-type: none"> <li>After discussing a social skill let the students create a T-Chart (Appendix page 16)</li> <li>Writing Centre: Choose a text about friendship, have groups decide and write on qualities of a good friend.</li> </ul> <p><b>1.1(3)A</b></p> <ul style="list-style-type: none"> <li>Give each student an outline of a doll (see Appendix p.18). They fill out their strengths on the left arm and weaknesses on the right. On the left leg they put how they are unique and on the right what they have in common with others. The results are discussed. The teacher guides the students to realize that a strength can be another person’s weakness and when working in groups we use our combined strengths to complete an assignment while improving weaknesses.</li> <li>Social Studies Centre: Read about conflicts in the newspaper and have students come up with non-violent solutions.</li> </ul> <p><b>1.1(4)A</b> Have Small Groups create posters about human rights activist around the world.</p>	<p>Board Game: Social Skills :Chipper Chat</p> <p>Books: Gajewski, Nancy, et al, Social Star: Book 1: General Interaction Book 2: Peer Interaction Book 3: Conflict Resolution</p> <p>Robie H. Harris, <u><a href="#">It’s Perfectly Normal</a></u> Robie H. Harris, <u><a href="#">It’s Not the Stock</a></u> Gail Saltz, <u><a href="#">Getting Smart About Your Private Parts</a></u></p> <p>Movies:  I am Sam (2001), West Side Story(1961)</p> <p>Web sites: <a href="http://www.ccoe.net/social/skillslist.htm">www.ccoe.net/social/skillslist.htm</a> <a href="http://www.lessonplanet.com">www.lessonplanet.com</a> <a href="http://www.characterbooks.com">www.characterbooks.com</a></p>

# SOCIAL & EMOTIONAL DEVELOPMENT

## DOMAIN 2: SELF-REGULATION

Standard 2: The student knows how to maintain him or herself mentally, emotionally and physically.

Target Behaviors	Content/Skills	Vocabulary	Assessment Opportunities
<p><b>2.1(1a)</b> Demonstrate an understanding that mood changes and strong feelings affect the way one thinks and behaves</p> <p><b>2.1(1b)</b> Demonstrate ways to control them successfully</p> <p><b>2.1(2)</b> Plan and execute simple projects</p> <p><b>2.1(3)</b> Realize that the achievement of his/her goals depends on choices made</p> <p><b>2.1 (4)</b> Accept that his or her deeds have consequences that influence the environment either positively or negatively</p> <p><b>2.1 (5)</b> Accept responsibility for his/her actions</p> <p><b>2.1(6)</b> Say “NO” when necessary. Is aware of and avoids peers and people who encourage breaking rules</p>	<p>Pro social behaviors:</p> <p>Planning and executing simple projects</p> <p>The relationship between achievement of goals and choices made</p> <p>The influence of environment on choice</p> <p>Being a positive or negative contributor to that environment</p> <p>Accepting responsibility for actions</p> <p>Understanding and expressing a wide range of emotions appropriately</p> <p>Saying “NO” when necessary</p>	<p>Anger</p> <p>Action</p> <p>Fear</p> <p>Patience</p> <p>Integrity</p> <p>Consequences</p> <p>Honesty</p> <p>Feelings</p> <p>Goals</p> <p>Needs</p> <p>Reaction</p> <p>Reflect</p> <p>Responsibility</p> <p>Self-esteem</p> <p>Self-compare</p> <p>Wants</p>	<p>Teacher observes and records when a student:</p> <ul style="list-style-type: none"> <li>• Accepts responsibility for his or her actions</li> <li>• Apologizes independently</li> <li>• Expresses emotions and needs appropriately</li> <li>• Explains and demonstrates the difference between needs and wants</li> <li>• Demonstrates empathy towards the needs of others</li> <li>• Plans and executes projects independently</li> <li>• Uses time wisely to complete tasks that are assigned</li> <li>• Resisting peer pressure to participate in unacceptable actions or conversations</li> </ul>

<b>Suggested Experiences</b>		
<b>Whole Class</b>	<b>Small Group / Centres</b>	<b>Resources</b>
<p><b>2.1(1)A</b> Assign students a ‘feeling’ vocabulary, then have each student express, through action, different feelings, as the class attempts to name it.</p> <p><b>2.1(2)A</b> Have the students plan and execute a class event; e.g. Field trip, or Fundraising.</p> <p><b>2.1(3)A</b> Invite a productive and positive member of the community to talk to the class about choices.</p> <p><b>2.1 (4)A</b> Watch a movie (e.g. Pay it Forward, Take the Lead, Lean on Me, etc.) and discuss the choices and consequences of choices made by the different characters.</p> <p><b>2.1(4)A</b> Turn the class into a court, where students come together and hold classmate responsible for their breaking of a rule.</p> <p><b>2.1 (5)A</b> Present and discuss the list of Peer Pressure tricks (See the Appendix page 20 /21) and strategies students can use to resist such pressure.</p> <p><b>2.1(6) A</b> Discuss with the students negative and positive peer pressure. Then discuss negative things that they are asked to do e.g. join a gang, engage in sexual activities (see Appendix p.22) and let them give reasons why they should say ‘No!</p>	<p><b>2.1A</b> Small Groups:</p> <ul style="list-style-type: none"> <li>• Create posters about peer pressure, self-esteem, the decision making process.</li> <li>• Using Poster board paper, create a life-size body and post it on the board or in an area accessible to the class. Divide students into small group and have them come up with ten or more feelings they have experienced. Once the brainstorming time is up, have each student write one feeling on the body. Encourage creativity as they write on the body. This activity creates awareness as it help students name feelings.</li> </ul> <p><b>2.1(4)A</b> Host a board game tournament where students are able to make choices, face consequences and problem-solve independently</p> <p>Individual Projects:</p> <p><b>2.1(3)A</b> Have students research a role model and present to the class.</p> <p><b>2.1(4)A</b> Plan a good deed project, (acts of kindness that will benefit someone).</p> <p><b>2.1(5)A</b> Let students write about their experience with peer pressure and how they responded.</p>	<p>Board Games: Consequences, Friendship Island, Life, Monopoly</p> <p>Books: Character Education Harvey C. Parker, Listen Look &amp; Think: A Self-Regulation Program for Children</p> <p>Movies: Lean On Me(1989), Take the Lead (2006), Freedom Writers(2007)</p> <p>Web sites: <a href="http://www.pbs.org">www.pbs.org</a> Helping Children Learn Self-Regulation</p>

# SOCIAL & EMOTIONAL DEVELOPMENT

## DOMAIN 3: WORK ATTITUDE

Standard 3: The student knows and applies the prerequisites to approach work.

Target Behaviours	Content/Skills	Vocabulary	Assessment Opportunities
<p><b>3.1(1)</b> Follow rules</p> <p><b>3.1(2)</b> Recognize the various levels of work: physical labour, office jobs, scientific research, etc.</p> <p><b>3.1(3)</b> Understand the importance of being reliable and ethical in the classroom and in the work force.</p> <p><b>3.1(4)</b> Demonstrate a sense of responsibility when assigned tasks and manages time wisely</p> <p><b>3.1(5)</b> Persevere towards achieving goals despite challenges</p>	<p>Pro social behaviours:</p> <p>Adherence to Rules</p> <p>The different levels of work: physical labour, office jobs, scientific research, etc.</p> <p>Reliability and ethics in the classroom and when completing work</p> <p>Time management of assigned tasks</p> <p>Perseverance</p>	<p>Appearance</p> <p>Attitude</p> <p>Character</p> <p>Communication</p> <p>Cooperation</p> <p>Ethics</p> <p>Honesty</p> <p>Productivity</p> <p>Reliability</p> <p>Teamwork</p> <p>Work Ethics</p>	<p>Teacher observes and records when the student</p> <ul style="list-style-type: none"> <li>• Diligently attends to and actively participates in work activities.</li> <li>• Demonstrates an understanding of and follows rules</li> <li>• Recognizes various levels of work: physical labour, office jobs, scientific research, etc.</li> <li>• Is reliable and ethical in the classroom and in the work force.</li> <li>• Demonstrates a sense of responsibility when assigned a task</li> <li>• Manages time wisely.</li> <li>• Perseveres towards achieving goals despite challenges</li> </ul>



<b>Suggested Experiences</b>		
<b>Whole Class</b>	<b>Small Group / Centres</b>	<b>Resources</b>
<p><b>3.1(1)A</b> At the beginning of the year, let the class brainstorm and list rules essential for the class to run smoothly. Then have each student sign his/her name to the list. This will serve as a method of accountability for student's actions.</p> <p><b>3.1(2)A</b> Read and discuss short texts about the occupation of famous people.</p> <p><b>3.1(2)A</b> Visit different job sites.</p> <p><b>3.1 (3)A</b> Have the class read the book 'A Day's Work' by Eve Bunting and discuss the characteristics, such as honesty and integrity, displayed by the characters.</p> <p><b>3.1(4)A</b> Assign each student a chore in the classroom.</p> <p><b>3.1(5)A</b> Invite a high school/ college student or someone who has completed a career to talk about the challenges.</p>	<p><b>3.1 (1)A</b> Let small groups of students create posters displaying the classroom rules that they listed.</p> <p><b>3.1(2)A</b> Choose an occupation, write a play script and act it out.</p> <p><b>3.1(2)A</b> Research different occupation salary scales, and educational requirements.</p> <ul style="list-style-type: none"> <li>• Write about a fantasy job.</li> <li>• Write a job letter and résumé.</li> </ul> <p><b>3.1(3)A</b> Give student baked dried beans to plant and see how many return with or without plants in two weeks. Tell them they will be graded on whose plant is the biggest. Test how many students admit that their plant did not grow. Talk to the class about being honest.</p> <p><b>3.1(4)A</b> Assign group projects and let students determine which members are responsible for different aspect of the project. After the students complete their assignment they complete the 'I am a Piece of the Pie' sheet (see appendix p.23). Grade the individual's efforts and overall performance of the team. This will allow students to take responsibility for both themselves and others.</p> <p><b>3.1(5)A</b> Play board games such as 'Monopoly' or 'Game of Life'.</p>	<p>Books:</p> <p>Bunting, Eve "A Hard Day's Work"</p> <p>Kuldau, Janice E.,Et al, The Development of Attitudes Towards Work Among Upper Elementary School Age Children, 2000</p> <p>Shoff, Phil, Work Attitudes Handbook, 2000</p>

## SOCIAL & EMOTIONAL DEVELOPMENT

### DOMAIN 4: CRITICAL THINKING AND FORMING OPINIONS

Standard 4: The student understands and applies the basic principles of logical thinking and reasoning.

Target Behaviours	Content/Skills	Vocabulary	Assessment Opportunities
<p><b>4.1(1)</b> Identify the difference between fantasy and reality, and fact and fiction</p> <p><b>4.1(2)</b> Demonstrate an understanding of similarities and differences and can categorized items or people accordingly</p> <p><b>4.1(3)</b> Demonstrate an understanding of the concept of cause and effect and can apply it in the problem solving process</p> <p><b>4.1(4)</b> Exercise logical thinking and reasoning while completing task</p> <p><b>4.1(5)</b> Use and test assumption in simple research</p>	<p>Pro social behaviors:</p> <p>Categorization of fantasy and reality, and fact and fiction within material (books, movies, etc.)</p> <p>Similarities and differences (people, places and things).</p> <p>Cause and effect</p> <p>Prevention and solving of problems</p> <p>Logical thinking</p> <p><i>Curriculum Links:</i> Cultural &amp; Artistic Development Language and Communication, Mathematics Science and Technology</p>	<p>Attention</p> <p>Attitudes</p> <p>Classifying</p> <p>Commitment</p> <p>Comparing</p> <p>Creative thinking</p> <p>Critical thinking</p> <p>Decision making</p> <p>Defining the problem</p> <p>Focusing skills</p> <p>Formulating questions</p> <p>Interpreting</p> <p>Organizing skills</p> <p>Problem Solving</p> <p>Research</p> <p>Thinking</p> <p style="text-align: right;">Source: Dr. Bob Kizlik</p>	<p>Teacher observes and records when the student:</p> <ul style="list-style-type: none"> <li>• Categorizes fantasy and reality</li> <li>• Recognizes the difference between fact and fiction</li> <li>• Applies logical thinking and reasoning during class discussion and in written assignments</li> <li>• Forms and tests an hypothesis during research experiments</li> </ul>

<b>Suggested Experiences</b>		
<b>Whole Class</b>	<b>Small Group / Centres</b>	<b>Resources</b>
<p><b>4.1A</b> Class discussions on controversial topics that allow students to express opinions</p> <p>Look at the work of artists and determine which was based on Realism or Impressionism</p> <p><b>4.1 (2)A</b> Students compare things like their cultures, religions and families for similarities and differences. This can be done by making a list of characteristics pertaining to each thing and having classmates sign next to those items on the list that are the same.</p> <p><b>4.1(4)A</b> Let students use the Stop, Plot, Go and So Formula sheet (see Appendix p.26) so students can consciously use thinking and reasoning skills as they complete a task or solve a problem.</p>	<p><b>4.1A</b> Students write an article for the class newspaper that incorporates both facts and opinion.</p> <p><b>4.1(2)A</b> Select a topic and discuss similarities and differences, e.g. mammals and amphibians</p> <p><b>4.1(3)A</b> Science project – such as planting, which allows student to see cause and effect</p> <p><b>4.1(5)A</b> Play games of ‘Chess’ or ‘Checkers’. This allows the students to use logic as well as strategies.</p>	<p>Board Games: Chest, Checkers, Connect Four</p> <p>Books: Moor, Evan, <u>Clues to Comprehension</u>, 2002 Moor Evan, <u>Thinking Skills</u>, 2002 Washburn Phil, <u>The Vocabulary of Critical Thinking</u> 2009</p> <p>Web sites: <a href="http://www.Adprima.com/thinskl.htm">www.Adprima.com/thinskl.htm</a> Dr. Bob Kizlik, <u>Thinking Skills Vocabulary</u></p>

## GLOSSARY

### GLOSSARY 1.1

<b>Acceptance:</b>	To believe in or to bear with something
<b>Active Listening:</b>	A skill in which the listener demonstrates that he/she understands what the speaker is saying, both verbally and nonverbally
<b>Culture:</b>	A set of behaviors and beliefs associated with a particular social, ethnic or age group
<b>Groups:</b>	Any assembly of persons or things sharing common characteristics or goals
<b>Disability:</b>	A physical or mental handicap, especially one that prevents a person from living a normal life
<b>Identity:</b>	Character that defines who a person or what a thing is
<b>Communication:</b>	The interchange of thoughts, opinions or information among people through speech, writing or signs.
<b>Empathy:</b>	A person's ability to identify with another's experiences
<b>Human Rights:</b>	Fundamental rights belonging to every person; such as freedom of speech
<b>Respect:</b>	Being courteous to others
<b>Sexuality:</b>	Related to the gender of a person or their perceptions of masculinity/femininity
<b>Tolerance:</b>	Being open-minded enough to permit and respect the views or beliefs of others

### GLOSSARY 2.1

<b>Anger:</b>	A strong feeling of displeasure. To make mad or to infuriate
<b>Action:</b>	To do something
<b>Fear:</b>	Feelings or emotions associated with danger, evil or pain
<b>Patience:</b>	The capacity to endure something difficult or disagreeable without complaint
<b>Integrity:</b>	The state of being pure, stable and having consistent values
<b>Consequences:</b>	Effects that naturally follow an action
<b>Honesty:</b>	Truthfulness or sincerity
<b>Feelings:</b>	Emotional response
<b>Goals:</b>	Objects of desire or intent; the ending result towards which effort is directed
<b>Needs:</b>	Things which are essential to the existence of the subject
<b>Reaction:</b>	Response to previous action
<b>Reflect:</b>	To meditate on or to think about
<b>Responsibility:</b>	Being accountable for the completion of a task
<b>Self-esteem:</b>	A reasonable sense of one's worth
<b>Wants:</b>	Desired things

### GLOSSARY 3.1

<b>Appearance:</b>	The external condition or style that a person presents
<b>Attitude:</b>	The disposition or feelings a person displays towards another person or thing
<b>Character:</b>	Qualities a person has that are distinctive and unique to him or her
<b>Communication:</b>	The interchange of information, opinions, or thoughts through speech, writing or signs
<b>Cooperation:</b>	The act of working together for a common purpose
<b>Ethics:</b>	Basic rules of conduct recognized by particular groups or cultures
<b>Honesty:</b>	Truthfulness or sincerity
<b>Productivity:</b>	Maximizing output of work while decreasing the time it takes to achieve goal
<b>Reliability:</b>	Being dependable
<b>Teamwork:</b>	People coming together and sharing ideas and workload to achieve an outcome
<b>Work Ethic:</b>	Rules of conduct associated with a particular job

### GLOSSARY 4.1

<b>Attention:</b>	The act or state of applying the mind to something
<b>Attitudes:</b>	The disposition or feelings a person displays towards another person or thing
<b>Classifying:</b>	To assign objects or people to a category
<b>Commitment:</b>	An agreement or pledge to do something
<b>Comparing:</b>	To examine the characteristics and qualities of objects or people to determine similarities and differences
<b>Creative thinking:</b>	The process which we use to come up with new ideas
<b>Critical thinking:</b>	Ability to reflect and respond to experiences, observation, and verbal and written arguments
<b>Decision making:</b>	The outcome of mental processes leading to the selection of a course of action
<b>Defining the problem:</b>	Ability to identify the problem and outline its causes
<b>Focusing skills:</b>	Directing one's undivided attention in order to complete a task or solve a problem
<b>Interpreting:</b>	To explain or tell the meaning of
<b>Organizing skills:</b>	The ability to arrange a variety of tasks in the order of their priority
<b>Problem solving:</b>	The ability to recognize a problem exists and formulate solutions
<b>Research:</b>	Careful investigation aimed at the discovery and interpretation of facts and theories
<b>Thinking:</b>	The act of using one's mind to produce thought

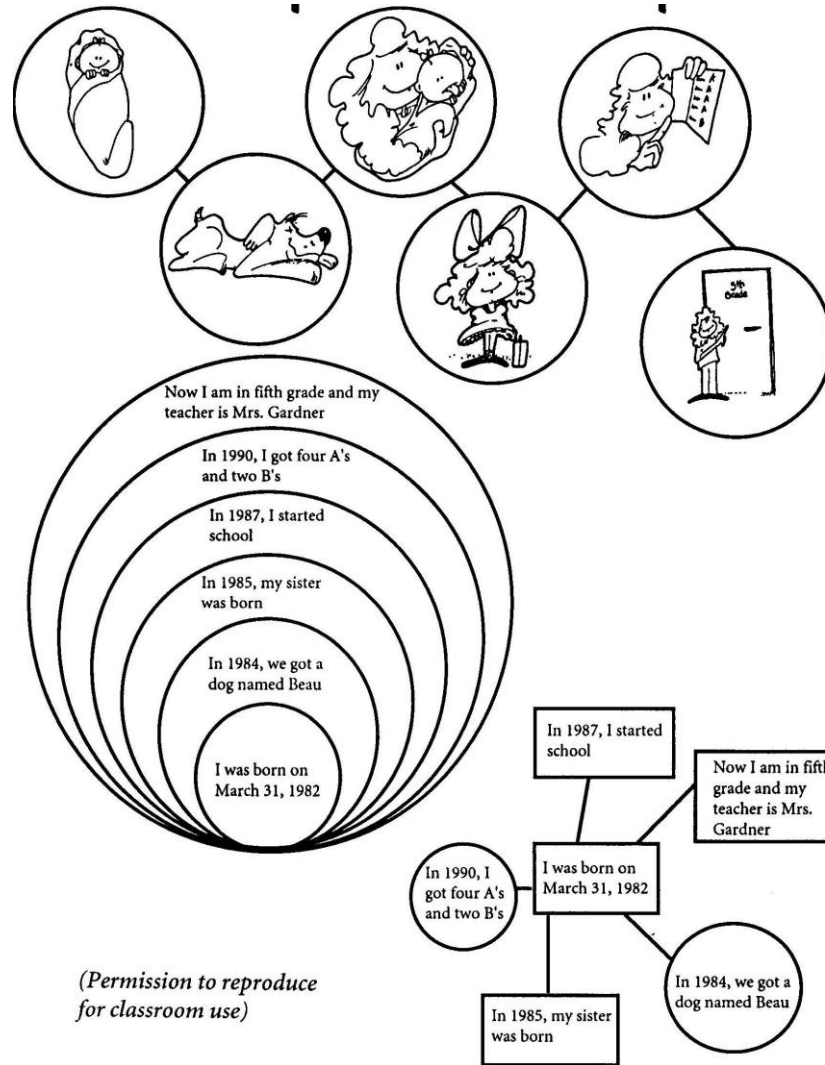
## APPENDIX

### Teachers Guide to Social Skills

As teachers and child care providers, the role we play is essential to students developing into healthy productive members of the community. Teaching students how to interact positively, cultivates an environment of high self-esteem and self-worth which in turn creates a highly productive learning environment. Following are five essential steps to a positive and productive classroom.

1. **Creation of a safe learning environment:** A safe learning environment is created when students feel comfortable expressing feelings, opinions and questions about the unknown. As teachers encourage students to express themselves openly, a sense of safety is developed and they are more inclined to participate. Be sure to ask open-ended questions about topics and allow students to express materials learnt in their own words.
2. **Clearly establish the rules of your classroom:** While the exact layout of rules varies among teachers, Peggy Patten's "Developing Social Skills" article states that the basic foundation of classroom rules is based on three categories: 1. Self-respect 2. Respect for others, 3. Respect for things. When establishing classroom rules, be sure to get the class involved in the process. Statistics suggest that people are more inclined to follow rules when they have had input.
3. **Role-modeling:** Teachers adhering and modeling set rules show students that the rules are to be respected. Students will be inclined to follow your lead as long as there is consistency. So, in simple words, "Practice What You Preach". This is the most essential step to having a good class.
4. **Practice:** Create opportunities for students to exercise behaviors being taught. If the topic is team work, then structure your English, Math, and Science materials as small groups activities and allow students to function as teams. "Practice makes perfect".
5. **Reflection:** After activities have students assess the overall experience, including their roles, the roles of others, problems encountered, and the solution developed.

# Examples of Life Maps<sup>1</sup>



<sup>1</sup> Taken from 'Community Building in the Classroom' by Vanston Shaw. Published by Kagan Cooperative Learning (1992)

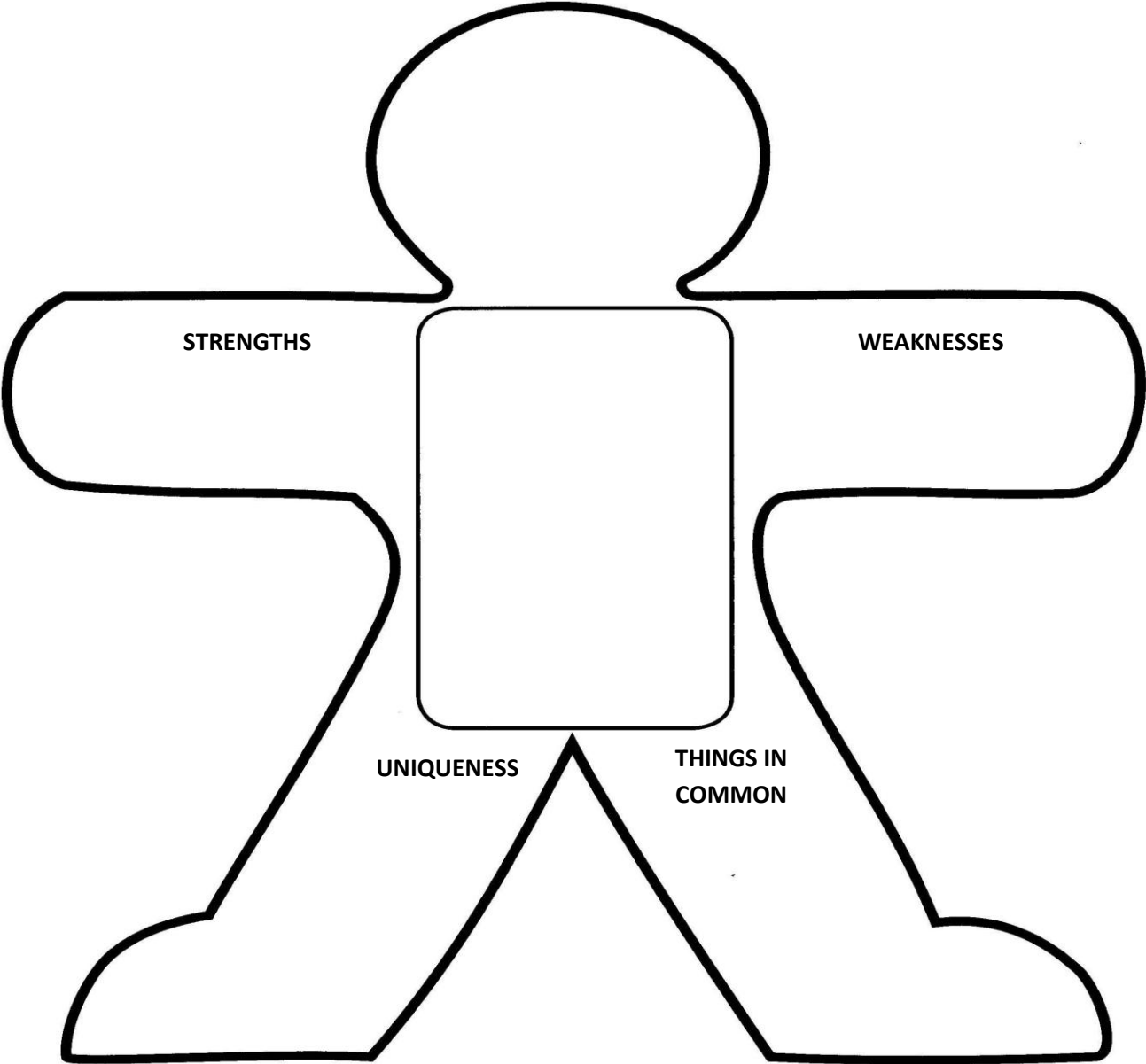




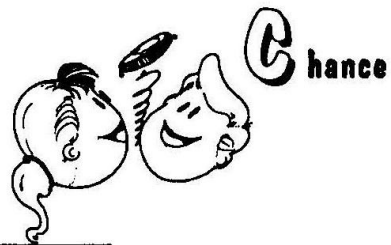
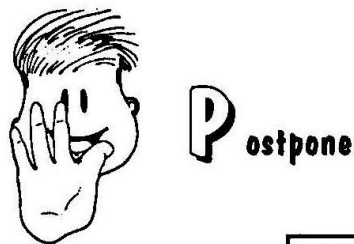
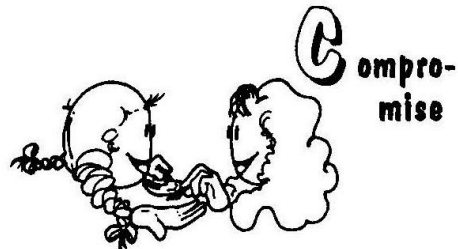
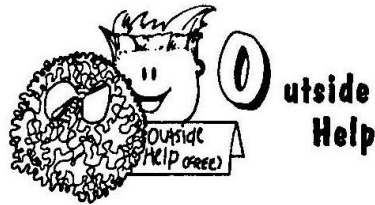
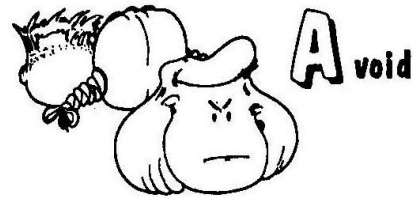
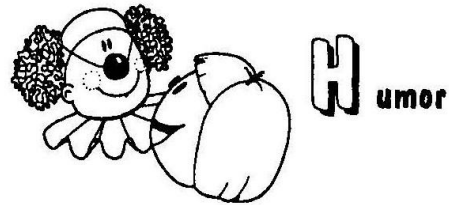
# I AM A PIECE OF THE PIE

Name: _____ I Participated By: _____ _____ _____	Name: _____ I Participated By: _____ _____ _____
Name: _____ I Participated By: _____ _____ _____	Name: _____ I Participated By: _____ _____ _____

# CHARACTERISTICS DOLL



## 8 Modes of Conflict Resolution STOP HACC



Available as a poster from  
Kagan Cooperative Learning

1. **SHARE**- sharing is a method used when an issue is a result of limited supplies or resources.
2. **TAKE TURNS**-Taking turns allows everychild a chance to get their needs met. Example: Children raising their hands to speak, Game of Round Robin.
3. **OUTSIDE HELP**- Outside help is usually encouraged when a conflict cannot be resolved by the people involved. Seeking an outsider's view of the situation usually provides a neutral perspective.
4. **POSTPONE**- Postponing the resolution of the problem can help de-escalate individuals and allows time to reflect and come up with several solutions.
5. **HUMOR**- Humor can lighten the mood as long as both individuals in conflict find the jokes funny.
6. **AVOID**- Avoiding situations that will lead to conflict can be down by walking away or agreeing to disagree.
7. **CHANCE**- Taking a chance by flipping a coin or rolling a dice can be done to determine who will go first.
8. **COMPROMISE**- People give-up something to gain something they want. It is a way of balancing the universe.

## Peer Pressure Tricks<sup>2</sup>:

1. **Begging:** They will keep insisting that you do what they want.
2. **Offering you something:** They may give you things you like under the conditions that you do what they want.
3. **Making Threats:** They might threaten to beat you up, not be your friend or tell an authority figure something you may have done.
4. **Giving Put-Downs:** They may say mean and hurtful things to you.
5. **Giving Silent Treatment:** They may ignore you when you talk and refuse to talk to you all together.
6. **Sensationalizing:** They will make the activity they want you to do sound fun and exciting.
7. **Getting you “hooked”:** They will give you things like alcohol, cigarettes and marijuana for free until your body feels the need to have more. Once you are addicted they will ask you to pay for it with money or by doing what they want you to do (stealing, dealing, hurting others, etc..)
8. **Saying “Everyone does it”:** They try to make you feel that it is normal and that you are the only that is not doing it.
9. **Saying “You owe me”:** They may have done something for you and use it to portray themselves as good to you to make feel as though you owe them in return.
10. **Saying “You’ve done it before”:** They bring up incidents where you broke rules by giving into peer pressure in the past. They usually hope you are not aware that you have the right to change.
11. **Saying “You won’t get caught”:** They promise you that you won’t get into trouble because you won’t get caught. These are false promises since they cannot guarantee this.
12. **Saying “You won’t get hurt”:** They want you to believe that there is no danger in what they are asking you to do.
13. **Saying “But you promised”:** They want you to think that it is wrong to change your mind.
14. **Saying “I dare you”:** Sometimes they might challenge you to prove yourself by daring you to what they want. This is another method of manipulation.

---

<sup>2</sup> Taken from: Gajewski, N., Hirn ,P., Mayo, P.(2008) “Social Star: Conflict Resolution ” Pressuring tricks, p.257-270

## **Five Strategies To Appropriately Resist Peer Pressure:**

### **1. Repeat:** Keep repeating your “NO” statement.

If your initial answer is NO, maintain it. Do not allow others to pressure you to do what you feel is wrong.

### **2. Ignore:** Do not look at or say anything to the person.

If you feel that you may give into the pressures of others, avoid being around them as much as possible. If you must interact with them due to an assignment, stick to the topic you have to discuss. Ignore all comments that are irrelevant to the assigned activity.

### **3. Suggest alternative actions:** Suggest appropriate activities that you are willing to participate in.

Let the person know that you are willing to be their friend, but you do not participate in certain activities. Make a list of the kinds of activities you like, and invite him or her to do some with you.

### **4. Tell the consequence:** Remind yourself and others what might happen

Make a list of all the possible outcomes and consequences associated with participating in the activity. If the outcomes suggest danger to yourself or others avoid participating in them.

### **5. Use assertive body language:** Face the person, and sternly say ‘No!’

Bullies usually target people who show fear. Stand up for what you believe. Hold your head up, tell yourself that you are strong and right, and face them with no fear.

## Teaching Sexual Abstinence to Year 3 and Year 4 Students

*Increasing students' awareness of frequently told lies about sexual activities, that are used to lure them, will decrease the probability of them falling into set traps. Following are some examples<sup>3</sup> :*

1. **Everyone is having sex:** Research has shown that most students in elementary school are not having sex and more than half of high school students are abstinent.
2. **I won't get a STD and they are curable if I do get one:** Facts are that 1 in 4 teens who are sexually active have had a STD. While non-viral STD can be cured, viral STDs like AIDS, genital herpes, HPV and Hepatitis B/C cannot be cured and have killed many people. Children and teens are more likely to catch STDs because their bodies are still developing.
3. **Sex makes you a man or woman:** Real maturity is shown by a person's ability to make good decisions and understand that today's decisions will impact him/her tomorrow.
4. **Having sex makes you popular:** Popularity through sex will be temporary and you are only liked by those people because they are using you. When they cannot use you anymore, you will become less popular than you were before having sex.
5. **You owe it to him or her:** You never owe anyone sex. People are nice to you because they choose to be. You don't owe them anything!
6. **Sex is just a physical act:** Sex is an act between two people. People are emotional, intellectual, physical and social beings and each experience impacts these components.
7. **People who promote abstinence until marriage say sex is bad:** Abstinence does not mean sex is bad, it means that it is so good you should save it, protect it and preserve it for a marriage relationship.
8. **Condoms will protect me:** Even though condoms do aid in decreasing the transmission of STDs, they are not 100 percent safe and an accident can lead to contamination or pregnancy. Safest sex is no sex.

---

<sup>3</sup> [www.acgreen.com/abstinence/ftl.html](http://www.acgreen.com/abstinence/ftl.html)

## Signs of Abuse<sup>4</sup>

Behavioral Symptoms	Emotional Symptoms	Sexual /Physical Symptoms
Abrupt change in behavior or personality	Anxiety/irritability/fear	Avoidance of touch
Aggression	Dissociation	Detailed and age-inappropriate knowledge of sexual activity
Easily Startled or frightened	Excessive guilt	Excessive masturbatory behavior
Excessive crying	Feelings of helplessness	Hyper-vigilance
Flashbacks/ avoidance	Hyper-alertness	Increased startle response
Lack of trust /social isolation/ no friends	Lack of affect	Reluctance to undress
Over compliance-always does what others want	Low self-esteem	Sexualized play
Sudden drop in grades and overall school performance	Obsessive ideas and phobias	Tries to touch the genitals of others
Temper tantrums	Self-hate, withdrawn and depressed	

How to handle disclosure?

“The reaction of the adult to whom a child discloses sexual abuse can significantly impact the child’s subsequent adjustment. It is important for the adult to be respectful, caring, and believing. Children often feel badly and blame themselves for the sexual abuse. It is therefore important to assure the child that it was not his or her fault and that he or she did the right thing by telling.”<sup>5</sup>

<sup>4</sup> Taken from [www.Childtrauma.org/CTAMATERIALS/sexual\\_abuse.asp](http://www.Childtrauma.org/CTAMATERIALS/sexual_abuse.asp) 09/13/2009

<sup>5</sup> Taken from [www.Childtrauma.org/CTAMATERIALS/sexual\\_abuse.asp](http://www.Childtrauma.org/CTAMATERIALS/sexual_abuse.asp) 09/13/2009

## Self Assessment Survey - How do You Act During Conflicts<sup>6</sup>:

- \_\_\_\_\_ 1. It is easier for me to avoid an argument than to give up during one.
- \_\_\_\_\_ 2. If I cannot make a person think like me, then I will make them do what I think.
- \_\_\_\_\_ 3. I speak kind words to win when dealing with difficult people.
- \_\_\_\_\_ 4. If you scratch my back and I'll scratch yours.
- \_\_\_\_\_ 5. I like to talk things through with others during conflict.
- \_\_\_\_\_ 6. During an argument, I walk away or stay quiet to make peace.
- \_\_\_\_\_ 7. The stronger person usually wins even if he or she is wrong.
- \_\_\_\_\_ 8. Nice words makes solving problems go well.
- \_\_\_\_\_ 9. I would rather half a bread than none.
- \_\_\_\_\_ 10. Truth is in what I know as facts, not what most people think.
- \_\_\_\_\_ 11. I fight then run away in order to save energy to fight another day.
- \_\_\_\_\_ 12. If I win the battle, I will make the enemy run away.
- \_\_\_\_\_ 13. I am kind to those I do not get along with.
- \_\_\_\_\_ 14. As long as things are done in a fair way there will be no problems.
- \_\_\_\_\_ 15. Nobody knows it all; everybody contributes a little to the puzzle.
- \_\_\_\_\_ 16. Stay away from people who disagree with you.
- \_\_\_\_\_ 17. You can only win a battle if you believe in winning
- \_\_\_\_\_ 18. Kind words are worth a lot and cost little.
- \_\_\_\_\_ 19. An eye for an eye is fair.
- \_\_\_\_\_ 20. If I stop talking and listen, maybe I will benefit from somebody's opinion.
- \_\_\_\_\_ 21. I avoid people who like to argue because they will only make me miserable.
- \_\_\_\_\_ 22. Soft words make peace.
- \_\_\_\_\_ 23. A person who does not know when to stop will chase others from around him or her.
- \_\_\_\_\_ 24. An exchange of one gift for the other leads to good friendship.
- \_\_\_\_\_ 25. You bring your problems to the person you have it with and discuss it until there is a fair solution for you both.
- \_\_\_\_\_ 26. The best way to deal with conflict is to avoid it.
- \_\_\_\_\_ 27. You put your foot down for what you believe and that's it.
- \_\_\_\_\_ 28. Gentleness will beat anger.
- \_\_\_\_\_ 29. Getting part of what you want is better than getting nothing at all.
- \_\_\_\_\_ 30. Frankness, honesty and trust can move mountains.
- \_\_\_\_\_ 31. There is nothing so important that you have to fight for it.
- \_\_\_\_\_ 32. There are two kinds of people in the world: winners and losers.
- \_\_\_\_\_ 33. When somebody does you wrong, do something nice for them.
- \_\_\_\_\_ 34. When we meet each other halfway we can make a fair agreement.
- \_\_\_\_\_ 35. By digging and digging, you will find the truth.

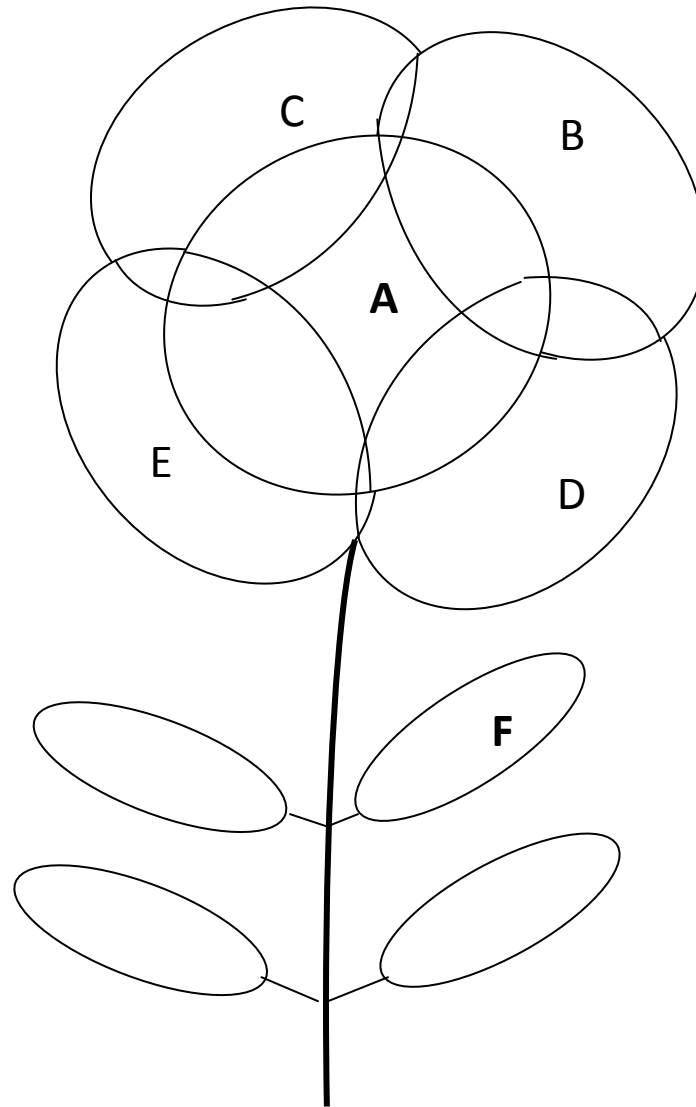
---

<sup>6</sup> Adopted from Johnson, David, Johnson frank, Joining Together: Group Theory and Group Skills , Allyn and Bacon , 2006 Pg. 374-375



# SOCIOGRAM FLOWER

KEY
<b>A = Social Stars</b>
<b>B – Most Popular</b>
<b>C = Popular</b>
<b>D = Likable</b>
<b>E = Less Likable</b>
<b>F = Isolates</b>



A **sociogram** is a graphic representation that shows interpersonal relations in a group situation. Taken from [www.merriam-webster.com](http://www.merriam-webster.com)

We have provided you with an example of a sociogram flower created to map interactions among students within the classroom.

Direction:

1. Survey students asking them to list students based on the following;
  - a. Students who are most popular
  - b. Students who are their friends
  - e. Students they like the least
  - f. Students with the least friends
2. Calculate votes and organized students based on the number of positive votes. Score from high to low.
3. Place five to six students in each of the categories based on votes. A – Being highest vote for being liked. B - Second highest score and so on. F - Is reserved for students who do not have friends or those less sociable.

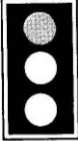
For Additional Sociograms:

[www.sociometry.com](http://www.sociometry.com)

<http://www.classroomsociometrics.com>

**★ ★ SECRET FORMULA ★ ★**

---



**STOP**

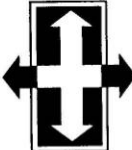
I can stay calm by:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---



**PLOT**

My problem is: \_\_\_\_\_

\_\_\_\_\_

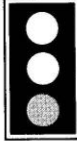
Choices:	Consequences:
1. _____	→ _____
2. _____	→ _____
3. _____	→ _____

My choice: \_\_\_\_\_

Social skills I need: \_\_\_\_\_

\_\_\_\_\_

---



**GO**


What I can say or do so I actually use my plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---



**SO**

How did my plan work?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7

<sup>7</sup> Taken from 'Social Star- General Interaction Skills' by Nancy Gajewski, Polly Hirn and Patty Mayo. Published by Super Duper Publications (2008)

# CHECKLIST FOR SOCIAL & EMOITIONAL DEVELOPMENT

Behaviours	Names of Children												
<b>Write date when skill is mastered</b>													
<b>SOCIAL SKILLS</b>													
Identify him/herself as both an individual and a member of different groups													
Demonstrate behaviors that are caring, considerate and respectful of self and others													
Communicate cooperate and negotiate differences with others when working in groups													
Demonstrate an understanding of his/her fundamental human rights and those of others, and voice those rights													
Develop an awareness of gender identity and sexual orientation and to show respect to those whose sexual orientation differs													
<b>SELF-REGULATION</b>													
Demonstrate an understanding that mood changes and strong feelings affect the way one thinks and behaves													

Demonstrate ways to control them successfully													
Plan and execute simple projects													
Realize that the achievement of his/her goals depends on choices made													
Accept that his or her deeds have consequences that influence the environment either positively or negatively													
Accept responsibility for his/her actions													
Say "NO" when necessary. Is aware of and avoids peers and people who encourage breaking rules													
<b>WORK ATTITUDE</b>													
Follow rules													
Recognize the various levels of work: physical labour, office jobs, scientific research, etc													
Understand the importance of being reliable and ethical in the classroom and in the work force													

Demonstrate a sense of responsibility when assigned tasks and manages time wisely													
Persevere towards achieving goals despite challenges													
<b>CRITICAL THINKING AND FORMING OPINIONS</b>													
Identify the difference between fantasy and reality, and fact and fiction													
Demonstrate an understanding of similarities and differences and can categorized items or people accordingly													
Demonstrate an understanding of the concept of cause and effect and can apply it in the problem solving process													
Exercise logical thinking and reasoning while completing task													
Use and test assumption in simple research													

## REFERENCES

### Books:

Fetty, Margaret, (2003). *Character Education*. Hartcourt Achieve, USA

Gajewski, Nancy, Hirn, Polly, Mayo, Patty,(2008) *Social Star: Conflict Resolution and Community Interaction*, Super Duper Publication, USA

Gajewski, Nancy, Hirn, Polly, Mayo, Patty,(2008) *Social Star: General Interaction Skills*, Super Duper Publication, USA

Gajewski, Nancy, Hirn, Polly, Mayo, Patty,(2008) *Social Star: Peer interaction skills*, Super Duper Publication, USA

Harvey C. Parker, *Listen Look & Think: A Self-Regulation Program for Children*

Johnson, David, Johnson frank,(2006) *Joining Together: Group Theory and Group Skills*, Allyn and Bacon, USA

Kuldau, Janice E.,Et al, (2000) *The Development of Attitudes Towards Work Among Upper Elementary School Age Children*

Mannix, Darlene,(2009) *Social Skills Activities for Special Children*, Jossey Bass Teacher, USA

Shaw, Vanston, (1992) *Community Building In the Classroom*, Kagan Cooperative Learning,

Shoff, Phil, (2000) *Work Attitudes Handbook*,

Simms, Susan R., (2004) *“Say and Do” Social Scenes*. Super Duper Publications, USA.

### Websites:

[www.acgreen.com/abstinence/ftl.html](http://www.acgreen.com/abstinence/ftl.html)

[www.Adprima.com/thinskl.htm](http://www.Adprima.com/thinskl.htm)

[www.cccoe.net/social/skillslist.htm](http://www.cccoe.net/social/skillslist.htm)

[www.childtrauma.org/CTAMATERIALS/sexual\\_abuse.asp](http://www.childtrauma.org/CTAMATERIALS/sexual_abuse.asp)

[www.characterbooks.com](http://www.characterbooks.com)

[www.pbs.org](http://www.pbs.org) Helping Children Learn Self-Regulation

[www.lessonplanet.com](http://www.lessonplanet.com)

[www.nncc.org](http://www.nncc.org) National Network for Child Care