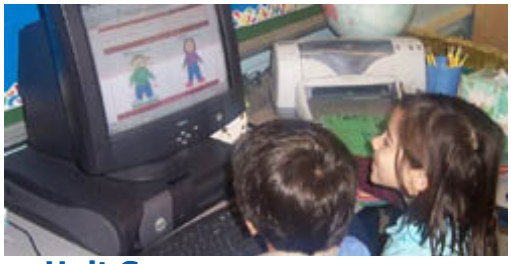


Getting Along

Unit Summary

In the earliest grades, teachers address social behavior on a daily basis. They structure lessons so students can practice the skills of getting along. In this unit, *The Sneetches* by Dr. Seuss sets the stage for examining how friends solve problems and get along on the playground. Primary students think about the factors that contribute to and detract from their recess experience, and plan ways to make the playground safe and fun. Their teacher uses the *Seeing Reason Tool* to guide and document class discussions and to collect students' thinking as they consider solutions to most common problems on the playground. Students then poll their peers to find the biggest problem on the playground, graph their results, and set out to find solutions.

At a Glance

Grade Level: K-2
Subjects: Social Studies, Math, Health
Topics: Community, Problem Solving, Graphing, Conflict Resolution
Higher-Order Thinking Skills: Problem Solving, Cause and Effect
Key Learnings: Problem Solving, Conflict Resolution, Collecting Data, Graphing
Time Needed: 10 class periods, 30 minutes long

Curriculum-Framing Questions

- **Essential Question**
  What pulls us apart and brings us together?
- **Unit Questions**
  What affects students getting along on the playground?
  How can we solve playground problems?
  How can we use math to show what we have learned?
- **Sample Content Questions**
  What is cause and effect?
  What problems happen the most on our playground?
  What are the steps for conflict resolution?

Things You Need

Assessment
Standards
Resources

Assessment Processes

View how a variety of student-centered assessments are used in the Getting Along Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, products; and reflect on learning throughout the instructional cycle.

Instructional Procedures

Prior to Instruction

This unit of study makes use of the *Seeing Reason Tool*. Collect data during recesses and other times students are on the playground. You may want to ask a parent helper, playground duty person, or even older students to track different activities. Consider tracking student activity related to these questions:

- *How are students spending their time on the playground?*
- *What problems happen on the playground?*
- *How are problems resolved?*

It is likely that staff members at your school already monitor and report safety and behavior problems on a regular basis. Refer to this data to identify playground issues. To aid discussion, make a playground chart young children will understand that highlights the issues you want to address. Even while focusing on problems, reinforce the positive direction you want to go: every students needs to feel safe at school.

Tap Prior Knowledge

Start out by discussing with students the concepts of friendship and getting along. Elicit student responses to what makes a friend. Lead the discussion to talking about problems friends might encounter. Pose the Essential Question, *What pulls us apart and brings us together?* Chart student responses. Ask students to use specific examples that take place on the playground.

To set a positive tone, instruct students to work individually or in small teams to draw pictures of themselves engaged in fun and appropriate activities on the playground. Pictures might show students engaging in a variety of activities, such as walking and talking in pairs, jumping rope alone or in groups, playing basketball, using recreation equipment, or waiting in line for a turn at a playground game. When students finish their drawings, have them present them to the class and describe the activities they depicted. As students dictate, write a caption on each picture, describing the activity. Captions might say: "We enjoy walking and talking", or "We play basketball." Post these on a bulletin board display titled "Getting Along".

Read *The Sneetches* by Dr. Seuss
Introduce students to a new group of friends called the Sneetches. Preface this story with a quick summary of the problems this group of friends is having. Next, read the story aloud to the students and hold a class discussion about the differences and similarities between Star Belly Sneetches and Plain-Belly Sneetches. Discuss the problems that the Sneetches were having and how they solved these problems and became a community of friends. Create a class T-Chart with problems listed on one side and solutions on the other. Fill in the chart as the discussion takes place.

Next, explain to students that one way they can solve problems is by being a good friend to others in their school community. Pose the question, *What is a community?* Use a cluster map to brainstorm a list of ways that they can be a responsible school citizen. For example: sharing recess equipment, taking turns, asking others to play, or playing fair. Students choose one example and draw a picture with a caption to show one of the ways they can be a good citizen in the school community. For those students who are able to, they can copy words from the cluster, otherwise students can dictate ideas to an adult. Collect these examples to create a class book.

Understand Cause and Effect
In the next few activities students use the *Seeing Reason Tool* which requires them to examine cause-and-effect relationships. To exemplify this higher-order thinking skill construct a class T-chart on chart paper. Populate the **If I do this** (Cause) side with four different possibilities like the example below, and then discuss with students what to fill in on the other half of the T-Chart, **This will happen** (Effect). For younger students draw pictures as well to illustrate each cause and effect. After discussing and charting the four examples, ask students to come up with a few examples on their own to check for understanding.

If I do this… (Cause)	This will happen… (Effect)
If I touch the hot stove…	I will burn my hand.
If I don't do my homework…	my parents will be upset.
If I go out in the rain…	I will get wet.
If I share with my friends…	they will be happy.

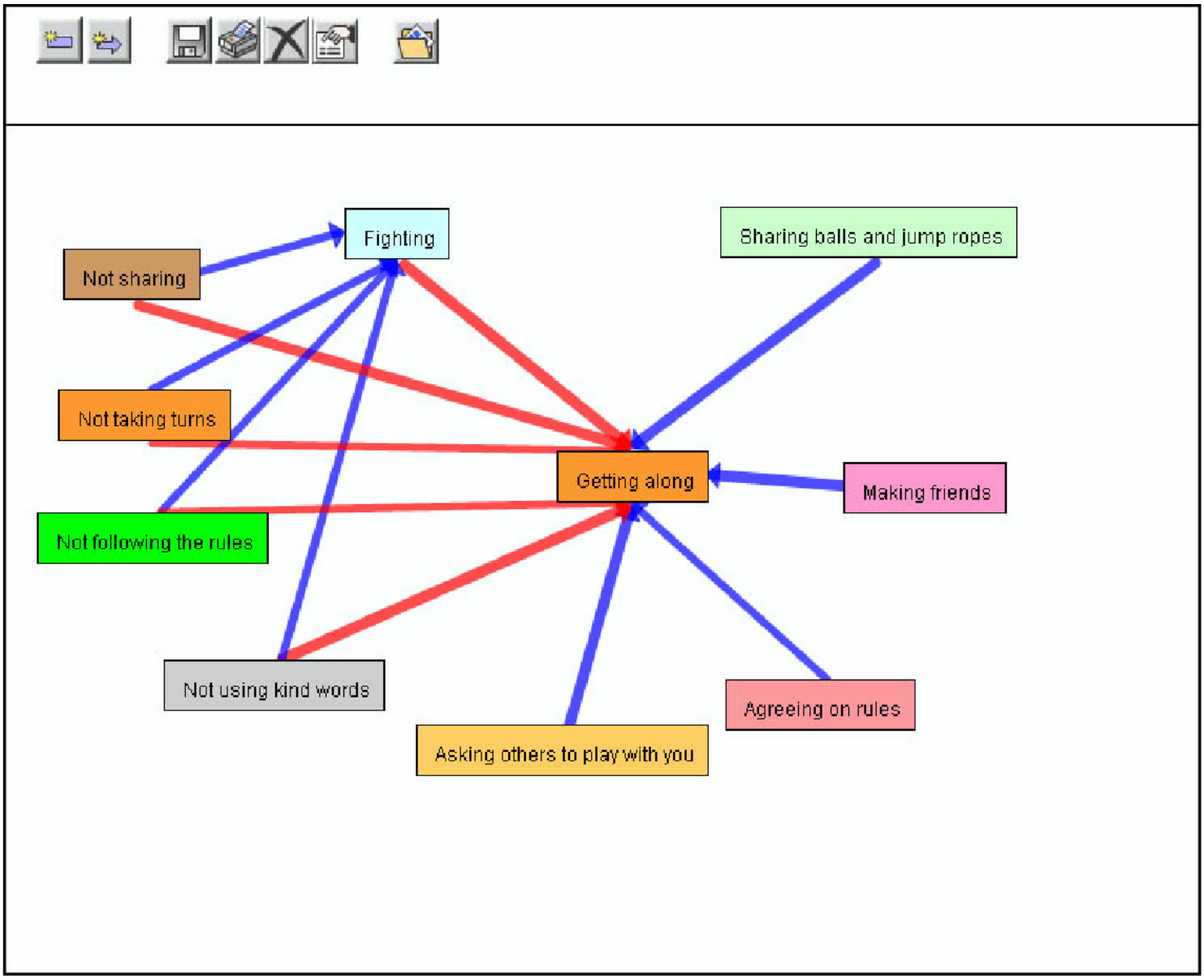
To assess students' understanding of cause and effect meet with students individually. Read two causes to each student and ask them to give effects in response. For an added challenge have students give their own cause-and-effect relationships in writing, in pictures, or orally. Take anecdotal notes and record responses.

Document Understanding
Before proceeding with the next activity, click here to set up the Getting Along project in your workspace. Have students consider factors that influence their playground experience, and use the *Seeing Reason Tool* to help them organize and represent their thinking. Ask students to consider the Unit Question, *What affects students getting along on the playground?* Using a networked computer connected to presentation equipment, construct a map as a whole-class activity. Have students supply both positive and negative factors that influence playground problems. A sample discussion shows how you might guide thinking and discussion.

Continue the discussion, guiding exploration of these ideas:
- Add more factors that affect getting along in a positive way (understanding and agreeing on game and recess rules, making friends, having enough equipment)
- Add factors that cause problems such as fights or boredom (misunderstandings, bullying, too few resources, restrictions on certain activities)

Examine the Seeing Reason Activity
The *Seeing Reason Tool* space below represents the class' investigation in this project. The map you see is functional. You can roll over the arrows to read relationships between factors, and double-click on factors and arrows to read the descriptions.

Project Name: **Getting Along** (Click here to set up this project in your workspace)
Question: **What affects students getting along on the playground?**



Collect Data
When the map is complete, ask students to review the map and identify problems they can change either directly or indirectly. As a class pick four of the top problems on the playground. To get a wide range of opinions, students poll ten other students in their grade-level.

To do this math activity, create a tally sheet ahead of time that contains words and pictures of each of the four problems chosen by the class. Pair students up and give each pair a tally sheet to poll ten other students. Model the activity by asking three or four students in the classroom their opinion and demonstrate how to tally their responses on the sheet.

After student pairs have asked and tallied the opinion of ten others, reconvene as a class to review their information. Orally ask the students the following questions:

- *Which problem has the most tally marks by it? (Have them circle this.)*
- *Which problem has the least tally marks by it? (Have them put a star next to it.)*

For older students you can pose questions such as:

- *How many more students chose Not Using Kind Words over Not Sharing?*
- *How many students total chose Not Following the Rules and Not Sharing?*

After examining their tally sheets pose the Unit Question, *How can we use math to show what we have learned?* Discuss with students different ways to share their information so people can understand it easily and quickly. Using the information from their tally sheets, students create graphs to share what they've learned with others in their class newsletter. Have students use a math manipulative, like different colored Unifix* Cubes first to help them visualize and represent tally marks. Next, model making their bar graph by creating one as a class. Show students how the unifix cubes represent each bar on their graph. Allow students time to create their individual graphs using one-inch graph paper or a teacher-created graph. Walk around as students are working to assess their progress and check for understanding. Once they are complete, ask students to analyze their graphs by posing the following questions:

- *Which problem is the highest on the graph?*
- *Which problem is the lowest on the graph?*
- *What two problems happen the most on our playground?*

Discuss with students what other information their graph tells them and why the graph can give them a lot of information quickly and easily.

Think About Solutions
Pose the Unit Question, *What are the best ways to solve playground problems?* Revisit *The Sneetches* and the chart created earlier. Discuss the Sneetches' problems and solutions again, relating them to the problems on the playground. Have each pair of students explore the problem that received the most tally marks and propose a list of solutions. You might suggest they talk to adults and even survey other grades or schools.

Teach Conflict Resolution
Now that students have identified problems on the playground and thought of solutions, offer alternative ways to solve problems using the steps of conflict resolution. The following Web site offers a step-by-step procedure for conflict resolution*:
Students practice solving problems through role-playing following these six steps:
Step 1: Cool off.
Step 2: Tell what's bothering you using "I messages."
Step 3: Each person restates what they heard the other person say.
Step 4: Take responsibility.
Step 5: Brainstorm solutions and come up with one that satisfies both people.
Step 6: Affirm, forgive, or thank.

For this activity, write the problems used for the graphing activity, plus a few others on slips of paper. Place all the different scenarios into a container and randomly choose several for students to role-play. Students can role-play with puppets or as themselves. Encourage students to use these steps out on playground. Take anecdotal notes during this role-playing activity as well as on the playground to assess students' understanding of conflict resolution. Create a poster with pictures to remind students of the steps and review them periodically throughout the year.

Create Posters
Now that students have discussed solutions and have learned about conflict resolution, they are now ready to create If/Then/So posters. Hand out the student checklist and review the expectations for this project. Have them write, dictate, or draw their problem (If), solution (Then), and effect (So) in draft form to create three-panel If/Then/So posters. If/Then/So posters might include statements such as:

> **If** you see someone who looks lonely **Then** ask them to join in a game So they will have fun and you will make a new friend
> **If** someone doesn't follow a game rule **Then** look at the game's rules So you can agree on rules and keep playing
> **If** someone doesn't follow a game rule **Then** decide to play another game So you can avoid a problem

Have students present these to the class for feedback. As students present and discuss, project the earlier causal map. Now map new ideas as students describe how their solutions connect to earlier factors and contribute to the ultimate goal of students getting along. Set teams to work making final, full-size If/Then/So posters using peer feedback. Give students the option to create their posters using draw tools on the computer. Hang posters in the class and around the school.

Share Learning
Students create a class newsletter to communicate to a broader audience what they have learned during this unit. This newsletter highlights the activities students have been involved in. It should include: an explanation of the class *Seeing Reason* map, a graph to display data they have collected, comparisons to *The Sneetches* story, solutions to playground problems, the steps to conflict resolution, and a reflections of the Essential Question.

Each group contributes to a part of the class newsletter. Meet with pairs of students separately and include work from each pair to compile into the newsletter. For example, one graph will be used to represent their class work. Make sure that each student is represented.

Wrap Up
Revisit the Essential Question, *What pulls us apart and brings us together?* Lead a class discussion, asking students to reflect on what they have learned throughout the unit. Ask for specific examples that relate to their learning from *The Sneetches*, their graphing activity, and the conflict resolution role-playing.

Prerequisite Skills
None needed

Differentiated Instruction
Resource Student

- Practice social skills, including: initiating interactions, taking turns, and asking for help. To aid discussion, post key vocabulary with illustrations for easy reference.
- Supply recreational activities, new games, and equipment appropriate to students' social and intellectual development.
- Consider cross-age play periods where older students lead games and activities.

Gifted Student
- Encourage students to introduce new games or pursue hobbies during recess.
- Encourage role-playing games, drama, and other creative exploration during recess.
- Encourage students to create their If/Then/So posters using computer software.

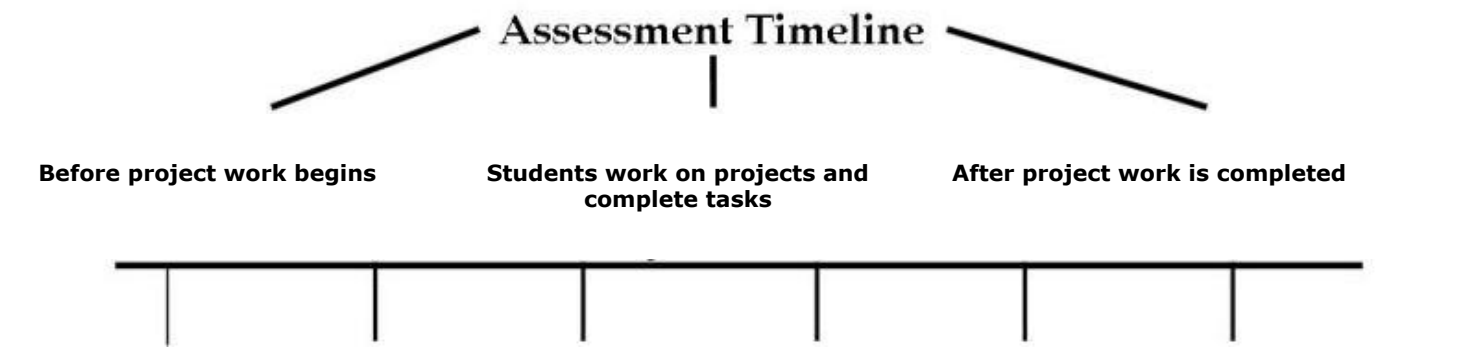
English Language Learner
- Seek support from common language speakers during recess to teach playground expectations and encourage participation.
- Ask students to introduce games that may be common from their culture, and new to most of your students.

Credits
A teacher contributed this idea for a classroom project. A team of educators expanded the plan into the example you see here.

Seeing Reason Tool: Getting Along

Assessment Plan

Assessment Plan



- Questioning
- Student Drawings
- Individual Conferencing
- Anecdotal Notes
- Student Checklist
- Questioning
- Peer Feedback
- Questioning
- Anecdotal Notes
- Project Rubric

Questioning is used throughout the unit to help students develop their higher-order thinking skills and process content. Student drawings assess their understanding of the rights and responsibilities that people have in their communities. Individual conferences and anecdotal notes assess students' understanding of cause-and-effect relationships. Students give feedback after they present their If/Then/So panels, and use the feedback to create their final posters. The student checklist guides student learning and helps them to stay on track as they work on their posters. Anecdotal notes are taken during the role-play activity to assess student understanding of the steps of conflict resolution. The project rubric assesses the students' graphs, posters, higher-level thinking, and learning throughout the unit.

Seeing Reason Tool: Getting Along
Content Standards and Objectives

Targeted Content Standards and Benchmarks

Oregon Common Curriculum Goals
Social Sciences
Civics and Government

- Identify rights people have in their community
    - Understand rights and responsibilities that people have in their community.
    - Explain the responsibilities of a good citizen, with emphasis on:
        - respecting and protecting the rights and property of others;
        - taking part in the voting process when making classroom decisions;
        - describing actions that can improve the school and community;
        - demonstrating self-discipline and self-reliance; and
        - practicing honest and trustworthiness.

Social Science Analysis

- Identify and compare different ways of looking at an event, issue, or problem.
- Identify how people or other living things might be affected by an event, issue, or problem.
    - Understand that one problem can create others.
- Identify possible options or responses; then make a choice or express an opinion.

History

- Analyze cause and effect relationships, including multiple causalities.

Health
- Demonstrate violence prevention and conflict-resolution skills
- Understand and apply concepts of effective communication with peers and adults
- Demonstrate refusal and negotiation skills
- Demonstrate healthy ways to express needs, wants, feelings, and respect for self and others

Math
Statistics and Probability
Collect and Display Data
- Ask and answer simple questions related to tallies, charts, and bar graphs.
- Represent and interpret data using tally charts and pictographs.

Student Objectives

Students will be able to:
- Use cooperation
- Use conflict resolution steps
- Use creative problem solving
- Understand social reponsibility
- Poll other to collect data
- Use tally marks
- Create a graph

Resources

Materials and Resouces

Printed Materials

- Bailey, G. (2001). *The ultimate playground & recess game book*. New York: Performance Learning Systems.
- Seuss, D. (1961). *The Sneetches and other stories*. New York: Random House, Inc.

Supplies

- Art supplies

Internet Resources

- Learning Peace
  www.learningpeace.com/pages/LP_04.htm*
  Offers six steps for conflict resolution
- Annie's Homegrown Kids
  www.annies.com/kids/peaceful_conflict_resolution.html*
  Offers five steps to solving a problem peacefully with a focus on character building
- Second Step Behavior Program
  www.cfchildren.org/cfc/ssf/ssf/ssindex/*
  Program teaches social and emotional skills for violence prevention
- Effective Behavior Support
  www.air.org/cecp/resources/success/ebs.htm*
  School-wide behavioral support program
- New Ways to Play: The Responsive Classroom
  www.responsiveclassroom.org/newsletter/12_1NL_1.asp*
  Article about modeling, practicing, and reinforcing games and other ways of playing together

Technology – Hardware

- Computer with Internet access to use *Seeing Reason Tool*
- Presentation equipment to project *Seeing Reason* map

Technology – Software

- Word processing to create graphs and tally sheets
- Publishing software to create class newsletter
- Draw or paint software to create posters

Student Poster Checklist

Student Checklist

Name _____	Yes	No
We chose the problem that is the highest on our graph.		
We brainstormed three solutions and picked the best one.		
Our "If" sentence states the problem.		
Our "Then" sentence states the solution.		
Our "So" sentence states what will happen once the problem is solved.		
We drew a detailed picture to go with our "If" sentence.		
We drew a detailed picture to go with our "Then" sentence.		
We drew a detailed picture to go with our "So" sentence.		
We included peer feedback in our final poster.		
We worked well together.		
We gave our best effort!		

GETTING ALONG PROJECT RUBRIC

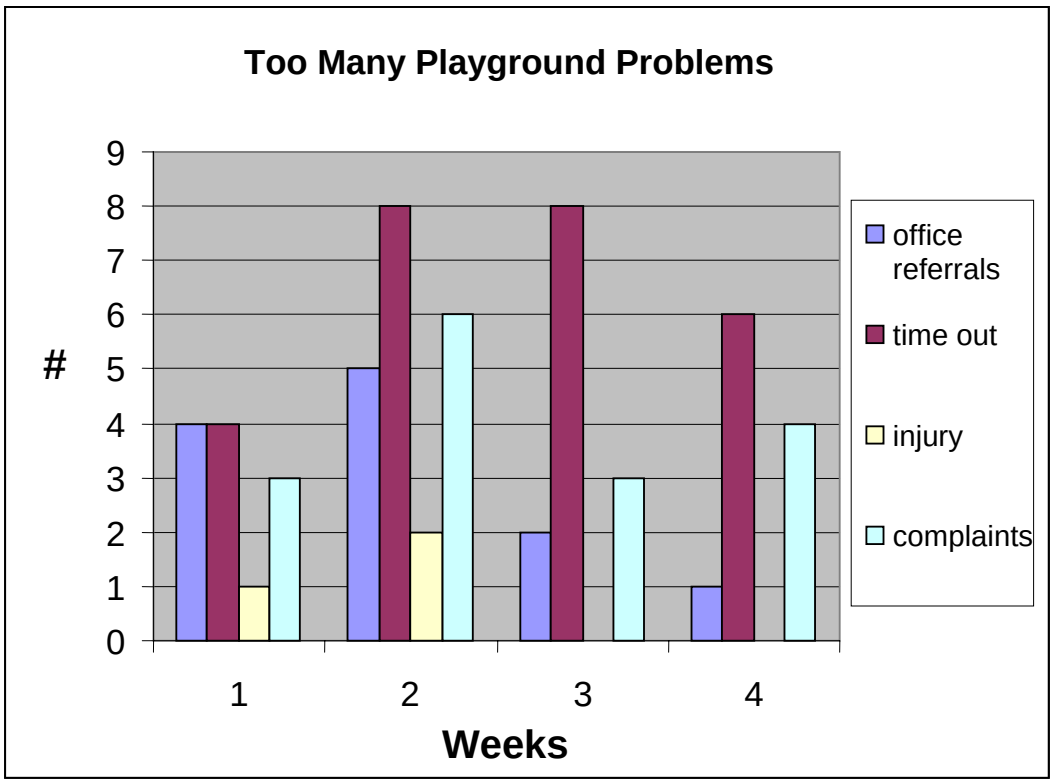
CATEGORY	4	3	2	1
Content Understanding	Demonstrates in-depth understanding of representing and interpreting data using tally charts and bar graphs. Demonstrates in-depth understanding of responsibilities and rights people have in their communities. Demonstrates in-depth understanding of cause-and-effect relationships, including multiple causalities. Demonstrates in-depth understanding of conflict resolution skills.	Demonstrates understanding of representing and interpreting data using tally charts and bar graphs. Demonstrates understanding of responsibilities and rights people have in their communities. Demonstrates understanding of cause-and-effect relationships, including multiple causalities. Demonstrates understanding of conflict resolution skills.	Demonstrates gaps in understanding of representing and interpreting data using tally charts and bar graphs. Demonstrates gaps in understanding of responsibilities and rights people have in their communities. Demonstrates gaps in understanding of cause-and-effect relationships, including multiple causalities. Demonstrates gaps in understanding of conflict resolution skills.	Demonstrates minimal understanding of representing and interpreting data using tally charts and bar graphs. Demonstrates minimal understanding of responsibilities and rights people have in their communities. Demonstrates minimal understanding of cause-and-effect relationships, including multiple causalities. Demonstrates minimal understanding of conflict resolution skills.
Visual Representation	Accurately asks and answers simple questions related to gathering data using tallies. Accurately and neatly represents tally data in a bar graph.	Asks and answers simple questions related to gathering data using tallies. Represents tally data in a bar graph with a few minor errors.	Asks and answers some simple questions related to gathering data using tallies. Represents tally data in a bar graph with some errors.	Asks and answers some simple questions related to gathering data using tallies with adult assistance. Represents tally data in a bar graph with many errors that misrepresent the information.
Problem-Solving Processes	Chooses efficient and/or sophisticated problem-solving processes to find solutions to playground problems.	Chooses some efficient and/or sophisticated problem-solving processes to find solutions to playground problems.	Needs assistance choosing efficient and/or sophisticated problem-solving processes to find solutions to playground problems.	Does not choose efficient and/or sophisticated problem-solving processes to find solutions to playground problems.

Participation	Successfully participates in all tasks and activities.	Participates in all tasks and activities.	Participates in some tasks and activities.	Participates in a few or no tasks and activities.
Completion	Successfully chooses a problem, a solution, and an effect for If/Then/So poster. Accurately and neatly draws detailed pictures to illustrate problem, solution, and effect.	Chooses a problem, a solution, and an effect for If/Then/So poster. Draws pictures with some detail to illustrate problem, solution, and effect.	Chooses a problem, a solution, and an effect for If/Then/So poster with some adult assistance. Draws simple pictures to illustrate problem, solution, and effect.	A problem, a solution, and an effect for If/Then/So poster are chosen for them. May draw some simple pictures to illustrate problem, solution, and effect, but pictures may depict message incorrectly.
Communication	Effectively presents ideas conveyed in poster. Gives and receives appropriate feedback to improve poster. Effectively communicates healthy ways to express feelings and respect for self and others. Successfully uses steps of conflict resolution in role-play and real-life situations.	Presents ideas conveyed in poster. Gives and receives feedback to improve poster. Communicates healthy ways to express feelings and respect for self and others. Uses steps of conflict resolution in role-play and some real-life situations.	Presents some ideas conveyed in poster. Gives and receives some feedback that may or may not improve poster. Communicates some healthy ways to express feelings and respect for self and others. Attempts to use some steps of conflict resolution in role-play and real-life situations.	Does not present ideas conveyed in poster. Receives feedback, but does not use feedback to improve poster. Gives limited feedback to others. Does not communicate healthy ways to express feelings and respect for self and others. Does not attempt to use any steps of conflict resolution in role-play and/or real-life situations.
Cooperation	Works cooperatively and provides leadership in a group.	Works cooperatively in a group.	Works cooperatively in a group some of the time.	Fails to work cooperatively in a group.

Too Many Playground Problems

Create a chart for a grade level that depicts the number of playground occurrences in a given 4-week period.

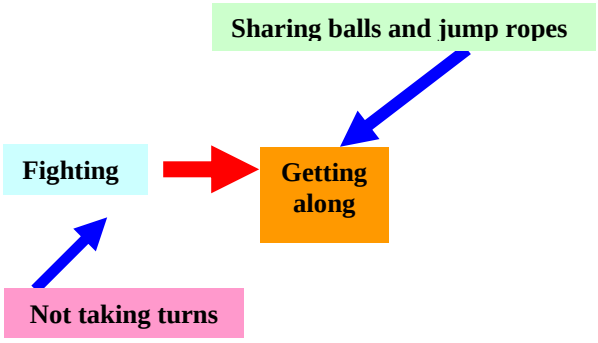
Share your graph with the class as the basis for a discussion about making recess a better experience for all. Discuss reasons for referrals to the office (fighting, harassment) or time out (roughness or unfair play). Discuss complaints and statements students make when they return to class after recess (not enough to do, someone was unkind). Injury is any physical problem requiring a visit to the health room (i.e., scrape from fall).



Sample Discussion

In this sample discussion, the teacher uses *Seeing Reason* to document understanding of cause-and-effect relationships relating to recess.

Teacher: Today we'll be talking about how we spend our time on the playground. Let's start with this idea, What should happen with others at recess time?
Student: We should all get along.
[Create a factor: "getting along".]
Teacher: Let's write what we mean by that. Anyone?
Student That means we all have a good time and nobody fights.
[Record this in the factor description field.]
Teacher: Now let's talk about how we can get along or the things that keep us from getting along.
Student We can share balls and jump ropes.
Teacher [Make "sharing balls and jump ropes" a factor.]
So sharing helps us to get along? I'll connect these two ideas.
[Select sharing balls and jump ropes. Make positive (blue) link to "getting along."]
What else affects us getting along?
Student: Not taking turns is a problem.
[Create a factor "not taking turns," and describe it in the factor description field.]
Teacher: Why is not taking turns a problem? What happens when we don't follow the rules?
Student: It isn't fair, and sometimes there is fighting.
Teacher: Let's write that down.
[Create factor: "fighting."]
Let me see if I have this right. When we don't take turns, people fight, then they are not getting along. Right? Let's connect those up.
[Students watch you make these relationships between factors: as not taking turns, increases, fighting increases. As fighting increases, getting along decreases].



Teacher Fighting REALLY effects getting along in a negative way. In a little while I want you to think about how we can solve problems like not taking turns. Right now, let's add some more ideas to our map.

Names_____

_____

Playground Problems

Tally Sheet

Ask 10 students what problem they think happens the most on the playground.

Problems	Tally Marks
Not sharing 	𝍸
Not following the rules 	𝍸
Not using kind words 	𝍸 𝍸
Not taking turns 	𝍸

Graphing Our Problems

Number of Students

5
4
3
2
1

Not Sharing	Not Following the Rules	Not Using Kind Words	Not Taking Turns




One Team's If-Then-So Solution

Getting Along in Room 5

Mrs. Green's Class Newsletter

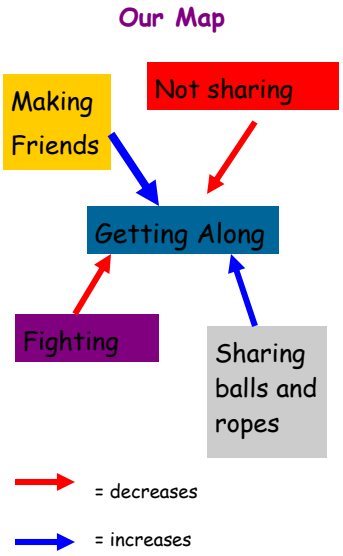
May 2005

What's Going On?

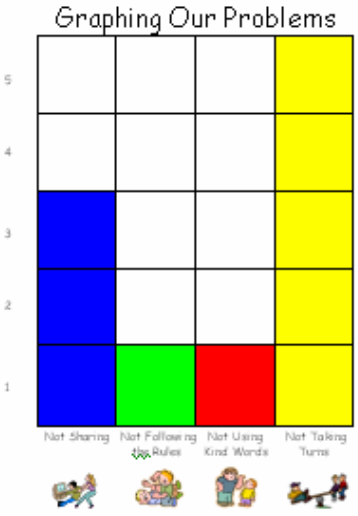
The last few weeks the students in Room 5 have learned about conflict resolution through creating cause-and-effect maps, collecting data, graphing, and problem-solving together.

As a whole class students created a *Seeing Reason* map to figure out the common problems on the playground that affect students getting along.

Callie works on creating her graph.



Students paired up and chose 4 problems they wanted to investigate further. The students polled other class members to find out the biggest problem on the playground. Students used tally marks to collect data and used graphs to show what they found. Here is one example graph created by Kyle and Max:



Max says: "Not using kinds words had 2 less votes than not sharing."

Avery says: "Not following rules and not using kind words were tied!"

Kyle says: "Not taking turns is the biggest problem on our graph."

What we learned about graphing:

- ☺ It helps us organize our information. -Brianna
- ☺ Graphs help us see our information. -Corey
- ☺ It's fun to fill in the graph with colors and count them all up. -Dan
- ☺ I like adding all the squares up and finding which have more and which have less. -Amanda
- ☺ You have to take your tally marks and count them up and then put them on your graph.-Dylan

The Sneetches and Students in Room 5

We both argue and don't get along sometimes.

We don't use kind words when we are playing together.

We don't share sometimes.

We learn to be friends and get along.

We let others play in our games.

Room 5 Finds Solutions

Once students found the biggest problem by looking at their graphs, their next task was to find a solution. Student pairs then created If/Then/So posters to share with the class their problem-solving strategies. Here are some solutions students came up with:

If you see someone who looks lonely **Then** ask them to join in a game **So** they will have fun and you will make a new friend. -Stef & Zoe

If someone doesn't follow a game rule **Then** look at the game's rules **So** you can agree on rules and keep playing. -Tyi & Kellan

Heather and Daria find solutions

If someone doesn't follow a game rule **Then** decide to play another game **So** you can avoid a problem. -Heidi & Gayle

Students shared their posters with the class.

You are invited to see the posters displayed throughout the school.

Steps to Conflict Resolution— How can we all get along?

Students found some great solutions to the problems we are having on the playground, but we all know that these problems may come up again. To help us solve these problems peacefully we learned 6 steps to resolve conflicts we may have with others. We role-played different problems we may encounter on the playground.

You could try role-playing at home following these 6 steps:

Step 1: Cool off.

Step 2: Tell what's bothering you using "I messages".

Step 3: Each person restates what they heard the other person say.

Step 4: Take responsibility.

Step 5: Brainstorm solutions and come up with one that satisfies both people.

Step 6: Affirm, forgive, or thank.

When we follow these steps we can all get along.

"I walk away from a problem so I can cool off. Then I talk with my friend and tell them what's bothering me. After that we are friends again." -Jeffrey

What Pulls Us Apart and Brings Us Together?

We set out to explore this Essential Question to dig deeper into how we can solve problems and all get along.

"I think not sharing pulls us apart but sharing makes friends." -Chen

"Not following rules pulls us apart and makes us fight. When we agree on the rules and play fair then we are a team." -Karen

Karen and Heidi get along

"The Sneetches don't get along because of the way they look. When they see it's okay to look the way they want then they are friends." - Joshua