MESSAGE TO ABC READERS

*Talk and Work It Out* focuses on peaceful conflict resolution. Children learn specific tools to resolve conflict and get along. Students will learn to calm oneself, verbalize the problem, listen to understand, solve the problem, and choose the best plan. Accepting and respecting one another’s position is also taught.

Asset Information:

- #3 Other Adult Relationships
- #32 Plan Ahead and Make Choices
- #33 Interpersonal Skills
- #35 Resistance Skills
- #36 Peaceful Conflict Resolution
- #37 Personal Power

LESSON

Conversation Starter:
Introduce yourself again. Sing the song “The More We Get Together” from *Circle Time Activities for Young Children* by Deya Brashears and Sharron Werlin Krull.

Review the ABC rules with the students using a puppet.

1. Raise your hand.
2. Listen to each other.
3. It is OK to say “I don’t know.”
4. When telling stories, use words like he, she, a friend, a boy, a girl etc.

Have your puppet ask the students if they have any worries. If no one shares, ask your puppet to share a worry about someone eating his snack at school. Ask your partner or the teacher to write down the students’ worries. Tell the students that you will return to this list at the end of the story.
Read the Book:
If the students become restless at this point, you may want have them put their hands on their heads, hands on their shoulders, give a little shake, roll them in a ball, and end with “snowball hands” in their laps.

Read the title of the book. Tell the students that the pictures can tell us a story and you want them to read the story with just the pictures. This is called a picture walk. Have the students put on their special listening eyes to look at each person on the page. When the picture walk is over, ask the students what they saw. Key the students into the body language of the boy and girl in the pictures. Ask if they thought the kids had any worries in the story?

Start reading the book to find out. Be dramatic and say, “Wait make sure your listening ears and eyes are ready!”

Discussion:
(You may want to read through the book once and then go back and ask the questions, or it may seem more natural to ask them as you go. In case they are having a hard time paying attention, the more important questions are in bold text.)

1. What do you like to do with your friends?
2. How do you feel when something really bothers you? Whose feelings are you thinking about? Why is it a good thing to work it out?
3. What are some ways to calm down? (Counting to ten, taking a walk, drawing how you feel, telling a stuffed animal or pet, talking to an adult, taking a deep breath). Let’s all practice taking a deep breath, inhale and exhale slowly.
4. What can you do to be a good listener?
5. How did the boy solve the problem? What other ideas might work?
6. What does it mean to cooperate?
7. How can you show respect even if you don’t agree? (Stay calm, listen politely, show that you understand how the person feels.)
8. When there is a problem, what can you do try to work it out?

GROUP ACTIVITIES:
Choose one of the following activities for the class.

Problem-Solving Rhyme
Read the poster (on page 5) pointing to each line as you read it.

1. Talk about the problem.
2. Listen to understand.
3. Think of ways to solve it.
4. Choose the best plan.

Then, say it line by line and have the students repeat after you.

Next, add gestures: When you say talk, all point to your mouth. When you say listen, point to your ear. When you say think, point to your head. When you say choose, point to your open palm.

Listening with an Open Mind
Materials: Quart-size wide mouth glass jar with lid or solo/clear plastic cups for each student, Saran wrap, Drawing paper, Marker, Tape, 8-10 clothespins, warm fuzzies, or paper clips

Preparation:
Draw and cut out a face (about 4” high x 3” wide), and tape the face to the jar or the cups.

Directions:
Show children the open jar and say, “Let’s pretend this jar is a person.” Point to the face: “See—it’s the person’s head.” Put the lid on the jar and say, “When someone won’t listen to new ideas, we say the person’s mind is closed. Pretend these clothespins are new ideas. Do you think the ideas will go in when the person isn’t listening?” After the children guess, stand the jar on the ground with the lid still closed and try to drop clothespins into it.

Ask “What happens to new ideas when we’re not listening?” (The ideas don’t go in.)

Then, remove the lid and carefully drop the clothespins again so they go into the jar. Say, “When we decide to really listen, we have an open mind. Then we can hear and understand new ideas.” Ask, “What can we do to listen with an open mind?” Some ideas might be:

- Stay quiet while someone else talks.
- Think about what the person said.
- Ask questions to make sure you understand.
- Look at the person talking.
- Repeat back what you heard.
- Think about how a person might feel.

Have each child make an individual “open mind” by putting a face on a clear plastic or solo cup and dropping in paper clips. They can work with a partner and tell each other listening statements.

Role-Play Ways to Work it Out
Materials: Whiteboard or large sheet of paper

Directions:
1. Look at the list you started at the beginning of class. Ask if anyone wants to add another worry.
2. When everyone who wants to contribute has had the chance to do so, say “OK, let’s think of some ways we can solve these problems.”
3. Choose one of the worries and ask if anyone knows how to fix this worry. Have them come up with a partner to the front and act out their role-play. If students are shy, do a role-play with the teacher or your partner.
4. Do a few more role-plays with different worries. You might want to keep this list to refer back to in future lessons.
The Talking Body

We can use our bodies to send messages to others. This is called body language. We need to listen with our eyes and ears to hear and see it. All of you know some of this language already. As a large group:

- Ask the students to use their hands to say stop.
- Have them say yes or no with just their head.
- With their eyes, say I am worried.
- Show how your shoulders say I don’t know.
- Body to say, I am falling, I don’t care.

Now change this a bit. Ask one student to come to the front and whisper a body language move in their ear. Have them act it out and the other students guess what they are saying.

CLOSING

Three Minute Huddle

This is to help the students remember what they learned and should only take about 3 minutes. It is done at the end of the lesson. If you run out of time to do an activity, you can come directly to the Three Minute Huddle.

Teach the students the following rap song:

We Will Work It Out Rap

Sung to the Queen song “We Will Rock You”

Students and ABC Reader begin with words and rhythm:

<Stomp> <Stomp> <Clap> (repeat) or you can march around the room while rapping.

WE WILL, WE WILL WORK IT OUT
WE WILL, WE WILL WORK IT OUT
Are we going to shout? Are we going to pout?
No, No, No,
WE WILL, WE WILL WORK IT OUT
WE WILL, WE WILL WORK IT OUT
Are we going to talk? Are we going to figure it out?
WE WILL, WE WILL WORK IT OUT
WE WILL, WE WILL WORK IT OUT
Follow these rules and you’ll be in a good place!
WE WILL, WE WILL WORK IT OUT
WE WILL, WE WILL WORK IT OUT

**21st Century Skills:**
Here is a key to the 21st Century skills used in this lesson:

<table>
<thead>
<tr>
<th>21st Century Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Critical Thinking</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Creativity</td>
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