

Unit #1 Title: What Does it Take to Get Along With Others?

Lesson Title: Tic Tac Toe, Get Off My Toes

Lesson 6 of 6

Grade Level: 4

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.04.a.i: Identify and practice the skills used to compromise in a variety of situations.

American School Counselor Association National Standard (ASCA):

Personal / Social Development

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand self and others

Materials (include activity sheets and/ or supporting resources)

Counselor-made poster (*to be left in each classroom for teacher and students' use*).

STAR Steps to solving conflict:

Stop (*Use self-control*)

Think (*Think about what's happening - Listen for feelings, brainstorm solutions*)

Act (*Talk it over & work it out– Choose & apply a win-win solution*)

Reflect (*Find out if the problem was solved – Do you need help?*).

Case scenarios for “Tic Tac Toe, Get Off My Toes”.

A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic Tac toe game squares – 1½' by 1½'. On the side, out of construction paper, make nine **X**'s and nine **O**'s signs for players to hold as needed (laminates them for future use).

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas, while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems

	3. Develop and apply strategies based on one's own experience in preventing or solving problems 5. Reason inductively from a set of facts and deductively from general premises. 6. Examine problems and propose solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses a problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 7. Identify and apply practices that preserve and enhance the safety and health of self and others.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students should be able to describe the importance of recognizing and forecasting conflict and taking steps to solving it.

Students should be able to analyze conflict situations, follow the steps for solving conflict, and provide solutions involving compromise.

Students should be able to determine if their decision was a win-win solution to their problem.

Lesson Preparation

Essential Questions:

- What does it mean to assume personal responsibility in relationships with others?
- Why is it important to recognize or forecast conflict?
- Why is it necessary to become aware that conflict is part of life?
- Why is it important to learn to deal with conflict and resolve conflict?
- How could compromise be a fair solution to interpersonal conflict?

Engagement (Hook): "Tic Tac Toe, Get Off My Toes" game.

Procedures

Instructor Procedures:	Student Involvement:
<ol style="list-style-type: none"> 1. Review the topic of conflict resolution, and the concepts of compromise, and win-win solutions. 2. Engage students by introducing the TIC TAC TOE, GET OFF MY TOES game. Proceed to play the game as indicated in the directions below. 3. Encourage students to use the STAR steps to solving conflict in each scenario: <ul style="list-style-type: none"> • Stop (<i>Use self-control</i>) • Think (<i>Think about what's happening - Listen for feelings, brainstorm solutions</i>) • Act (<i>Talk it over & work it out— Choose/apply a win-win solution</i>) • Review (<i>Find out if the problem was solved – Do you need help?</i>). 4. Ask students to give/receive feedback pertaining to the chosen solution. Discuss as a group. 	<ol style="list-style-type: none"> 1. Students put away their work and wait for instructions. 2. Students' participate by listening attentively and asking and answering questions. 3. Students play the Tic Tac Toe, Get Off My Toes game under the counselor supervision 4. The larger group helps brainstorm solutions, and collaborates in judging if the compromise found in each case is a win-win solution.

Teacher Follow-Up Activities

- The teachers should place the steps to solve conflict in a prominent place in the classroom.
- Teacher addresses conflict that may be present in regular academic projects.
- Teachers have a “Good Manners” table in the classroom, designated to Discuss, reflect, and sort out situations involving conflict, using STAR.

Counselor reflection notes (completed after the lesson)

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“TIC TAC TOE, GET OFF MY TOES” GAME

Materials:

- A Tic Tac Toe floor game: In an economy shower curtain, preferably of the school color, with extra-wide permanent marker design the tic tac toe game squares – approx. 1½‘ by 1½‘.
- Out of construction paper, make nine **X**’s and nine **O**’s signs players to hold as needed – use different a different color for each (lamine for future use).
- Scenarios on peer pressure and conflict (attached below).

Directions:

- 1) Divide the large group in X’s and O’s.
- 2) Flip a coin to determine which group goes first, the X’s or the O’s.
- 3) Present a conflict scenario for the chosen group of students to solve using the “STAR Steps to Solving Conflict”:
 - Stop (*Use self-control*)
 - Think (*Think about what’s happening - Listen for feelings, brainstorm solutions*)
 - Act (*Talk it over & work it out– Choose & apply a win-win solution*)
 - Review (*Find out if the problem was solved – Do you need help?*).
- 4) Students can discuss solutions using their whispering voice. The group chooses who is going to present the win-win compromise.
- 5) The counselor, assisted by the other group, determines if the compromise was a win-win solution. If the solution was right, a group member is chosen to pick up the corresponding sign and stand on the Tic Tac Toe game board. But, if the solution was wrong, the turn to study the same situation goes to the next team.
 - In this case, this next team will be first in line to solve the subsequently scenario.
- 6) Steps 3, 4, and 5 are repeated for the other group.
 - Each player picks the X’s or O’s sign of their group, chooses a place to stand, and won’t be able to trade or change places until the game is finished. Ties are allowed.
- 7) The winning group may call “TIC TAC TOE, GET OFF MY TOES.”

CASE SCENARIOS FOR THE “TIC TAC TOE, GET OFF MY TOES” GAME

(Students are welcomed to provide their own scenarios and examples)

1) While going to the P.E. class, your best friend walking behind you pokes you and knocks your head and then tells you to pass it on. You get really mad at your friend. How could you compromise in this case?	2) A student in your classroom appears to seldom bathe or wash his or her clothes. You feel sorry for this student but you do not want to associate with him or her. This person wants to be your friend and follows you at recess time. Any compromise?
3) You and your friend find a \$20.00 dollar bill in the school restroom. Your close friend wants to keep the money to buy candy and cards after school. What could've happened? What are your choices? Could this be compromised?	4) You see some cool and popular students writing on the bathroom walls. They are writing stuff about other students. You laugh and feel tempted to do the same. Instead, you decide to tell them to stop or you are going to tell on them. Now they are not talking to you. What could be done?
5) Your best friend since kindergarten is dumping you and playing with other kids. You get mad and ask him or her what's wrong. He or she says: “Nothing.” Your birthday party is coming up and you want to invite this friend but you are mad at him or her. What could be done to compromise?	6) You and your partner are working on a computer research project in the classroom. Your partner wants to hug the computer and doesn't want to give you a chance to work on it. What would be a good compromise that doesn't involve tatter telling?
7) You are riding your bike with your two friends. They are willing to race in the highway but you feel really scared. What can be done to compromise without losing their friendship?	8) You try to be nice to an unpopular student when you are alone, but not when you are with your friends. However, they see you and they start teasing you for associating with the wimp. What can be done to compromise this situation?
9) In the school cafeteria, at lunchtime, your friend starts flicking peas to other students. Everybody starts laughing. When the lunch supervisor comes, your friend points at you and gets you in trouble. You loose recess but your friend doesn't. How could a compromise solve problem?	10) A new student gives a funny answer in the classroom and you start to giggle loudly. The rest of the class laughs after you. The new student thinks you were laughing at him and is mad at you. He is throwing a pool party and not inviting you. Is any compromise possible here?