


Stop and Think - Win/Win



3 Cs

- I care about myself.
-  I care about others
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to be in an environment where I feel safe.
- I have the responsibility to treat others with kindness.

Preparation

Copies

- “Stop and Think” sign (see page 50)
- Home Connection (see page 52)

Materials

- 2 stuffed animals for win-win role play
- Vocabulary word strips (see page 55)
- Large, class-size “Stop and Think” sign (see page 51)

Music

- “Thinking Positive” from the CD *Something Good* (see page 154)
- “Chill” from the CD *Something Good* (see page 129)

Vocabulary

emotions	foolish choice	brainstorm
Caring Powers	“I” messages	win-win
smart choice	rights	attitude

Lesson at a Glance

Introduction

1. Think Positive

Strategies

2. No Losers With Win-Win
3. Thinking Positive

Conclusion

4. Caring for Others

Home Connection

5. Drawing “Feeling Stories” and Using “I” messages

Core Curriculum Objectives and Standards

Objectives

- Respond to unpleasant emotions by stopping to consider alternatives that will create a win-win situation.
- Determine how good decision making can help complete responsibilities.
- Recognize why acceptance of self and others is important for the development of positive attitudes.

Standards

- Standard 1: The students will learn ways to improve mental health and manage stress.
- Standard 3: The students will understand and respect self and others related to human development and relationships.

Teacher Notes

Introduction**Preparation****Music****Review (Important)****Introduce****1. Think Positive**

Print or draw the win-win grid.
Obtain two stuffed animals.

Gather children to a meeting place, playing "Thinking Positive" as they come together.

Discuss ideas from previous lessons, and gather stories and examples from the students.

Caring Armor and other vocabulary:

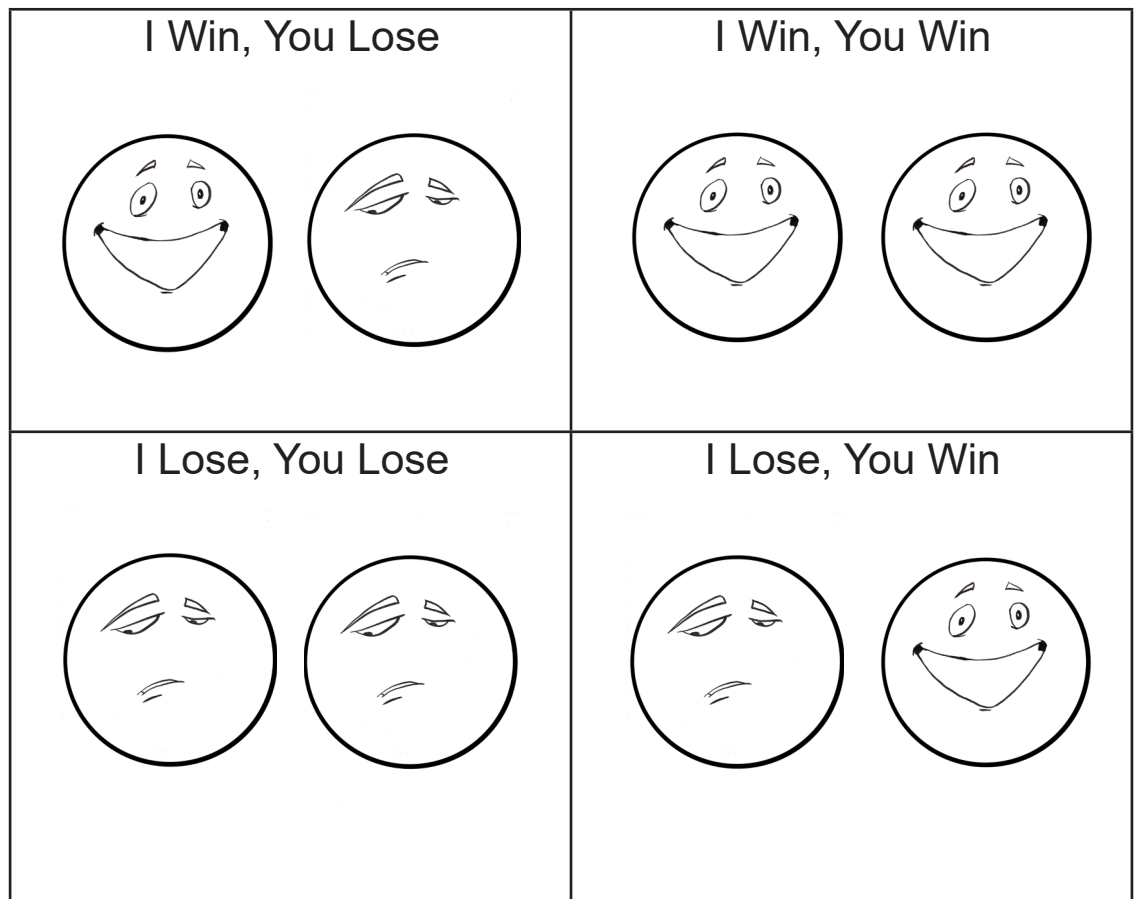
- Brainstorm
- "Stop and Think"
- Win-win
- Attitude
- Win-lose
- Lose-lose

Strategies**Mini-lesson****2. No Losers With Win-Win**

When you help make a choice with others, you might not get exactly what you want, but you can work together so everyone wins.

This kind of decision making is called "fairness."
Explain fairness with the win-win grid.

Some teachers may choose to draw these pictures on the white board instead of showing them from the page.



Role Play

Have two children hold onto the ends of a rope (using two stuffed animals, or puppets if you think the students would not feel comfortable).

Explain that a huge mound of their favorite treats is just a few feet out of the reach of one of the students. Explain that a similar mound of treats is just a few feet out of reach opposite the other student.

Ask

Can you see a solution that reflects each part of the grid?

- I win, you lose – One child pulls the other to his/her pile and pretends to eat while the other stands and watches. (Explore the importance of not hurting others when we are trying to find a solution.) Discuss what would happen if one child pushed or hurt the other to get at his/her pile of treats.
- I win, you win – Both children eat one imaginary pile together, and then walk to the other imaginary pile to eat.
- I lose, you lose – Both pull in opposite directions, but neither can reach their treats.

Some teachers have treats for the children. Split the class into two groups and have one child from each group be the representative for his/her group.

It may be helpful to review classroom rules and talk about how they help us achieve win-win solutions to problems. We can only do this when we take the time to stop and think.

Tie in the 3 Cs

I care about myself.
I care about others
I care about my community.

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.

3. Thinking Positive**Preparation**

Class copies of students' own "Stop and Think" signs
Larger version of the "Stop and Think" sign for classroom use
Cue music

Music

Sing/Review "Thinking Positive" or "Chill" from the CD *Something Good*.

Art

Direct students to color and cut out their own "Stop and Think" signs (which you have previously photocopied on cardstock). Help the students put the signs on Popsicle sticks or create necklaces with yarn.

Encourage application

As they work talk to the students about different conflict situations and ask when they should stop and think about how to achieve a win/win situation. Use the enlarged class "Stop and Think" sign to add to the Caring Powers.

Conclusion**4. Caring for Others**

Use the enlarged class "Stop and Think" sign to add to the Caring Powers.



Home Connection

Prepare

Additional Ideas

Reading

Suggested Literature

5. Drawing “Feeling Stories” and Using “I” Messages

Make a copy of the “Home Connection” paper for each student. Send the Home Connection home with each student and instruct him/her to share the information with his/her family. Please have students check either the “Enjoy at home” or “Please return” box.

Share a book from your classroom library that contains conflict.

- Choose a story book.
- Read half the book.
- Identify the setting (where it happens).
- Name the character who is having a problem.
- Name the problem.
- Stop and think about a win-win solution for the problem.
- Brainstorm out loud possible solutions to the problem.
- Tell which solution you think the character should use.
- Draw a picture in the box that shows your solution to the problem.
- Finish reading the story.
- Did your solution match what really happened? Which solution did you like most?

Flourney, Valeris. *The Patchwork Quilt*. Dial Books for Young Readers, 1985. Using scraps cut from the family’s old clothing, Tonya helps her grandmother and mother make a beautiful quilt that tells the story of her family’s life. This warm, satisfying account shows some of the ways families work together in good times and bad, while the evocative illustrations pull the reader into a world of real people one would like to know.

Friedman, Ina Rosen. *How Parents Learn to Eat*. Houghton Mifflin, 1994. A young girl relates the story of the courtship of her parents, an American sailor and a Japanese schoolgirl, as they begin to learn each other’s customs. Detailed illustrations help convey the message of intercultural understanding and compromise.

Fujikawa, Gyo. *That’s Not Fair!* Grosset & Dunlap, 1983. Four friends ruin their fun when they compete against each other. Making up the next day, they realize that it’s more fun to play together than alone, and better to play cooperatively than competitively.

Levin, Betsy. *Chubbo’s Pool*. Clarion Books, 1996. A selfish hippopotamus who will not share his pool with the other animals learns a lesson about cooperation and sharing.

Lionni, Leo. *It’s Mine!* Knopf/Random House, 1986. Three selfish frogs, Milton, Rupert and Lydia, quarrel over who owns their pond and island. Suddenly the sky darkens, thunder rumbles and the island grows smaller and smaller as it is swallowed up by the rising flood.



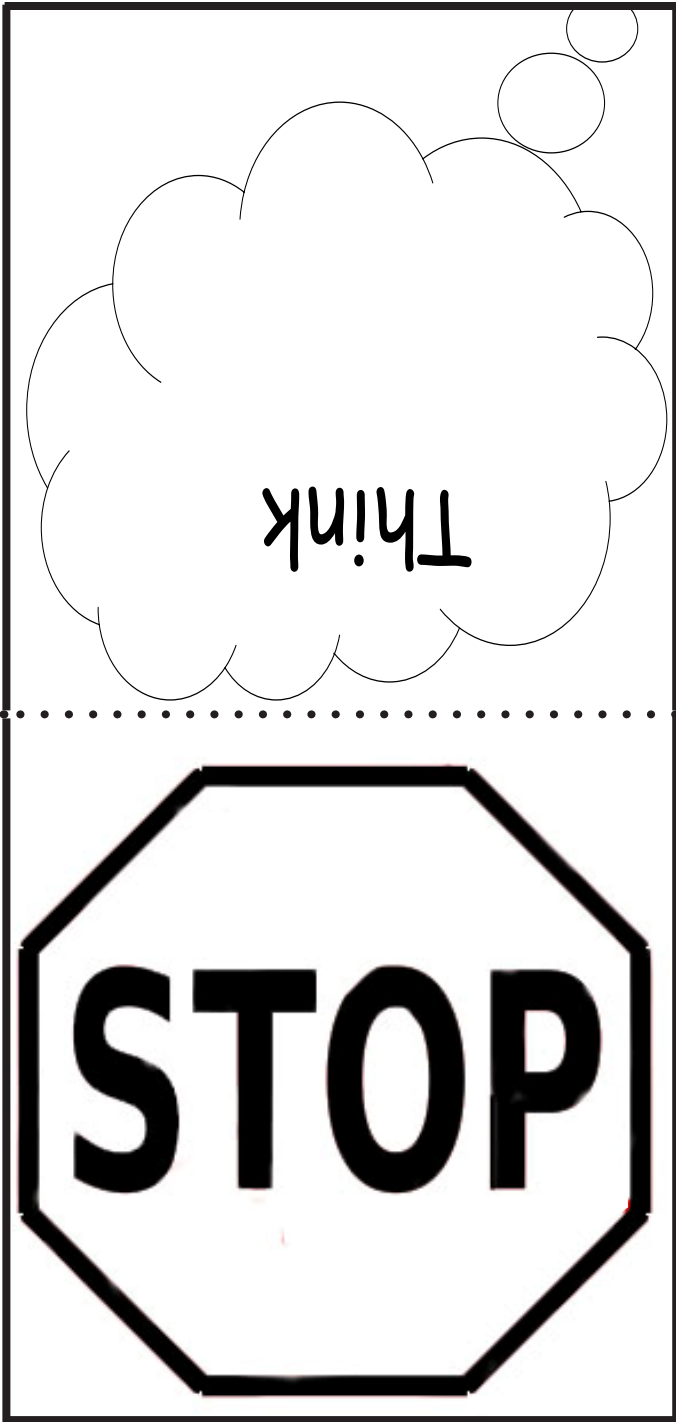
Frightened, the frogs cling desperately to a few slippery stones. When all but one disappear under them, they huddled together on the last remaining rock. They feel better now that they are together “sharing the same fears and hopes.” Wait until they find out the identity of their rescuer!

Lionni, Leo. *Swimmy*. Pantheon Books, 1963.

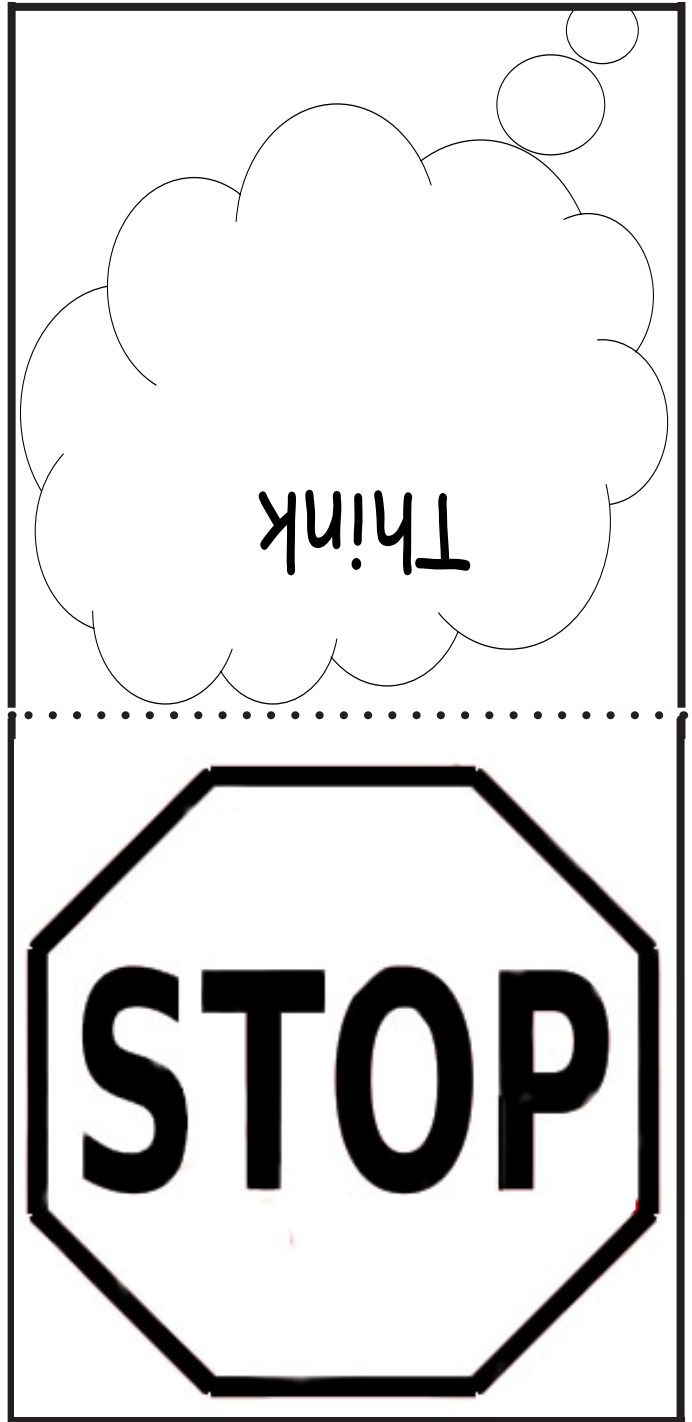
This is a classic fable about the power of cooperation. A little black fish named Swimmy lives with a school of red fish. One day a large toad eats all the little red fish in one gulp. Swimmy escapes. Finally, he discovers another school of fish hiding in the weeds, afraid to swim and play for fear that a big fish will eat them. Swimmy tells them to swim together so that they will look as if they were one large fish. Because he is a different color, Swimmy takes the position of the fish’s eye. They have found a way to scare the big fish away through cooperation and the wise guidance of a leader.

Partner Games	Practice win-win with a partner in a sorting/pattern activity (puzzles, sorting bucket, etc.).
Block Center	Practice win-win with a partner by building a structure together.
Writing/Art	Draw and label a win-win situation from school or home.





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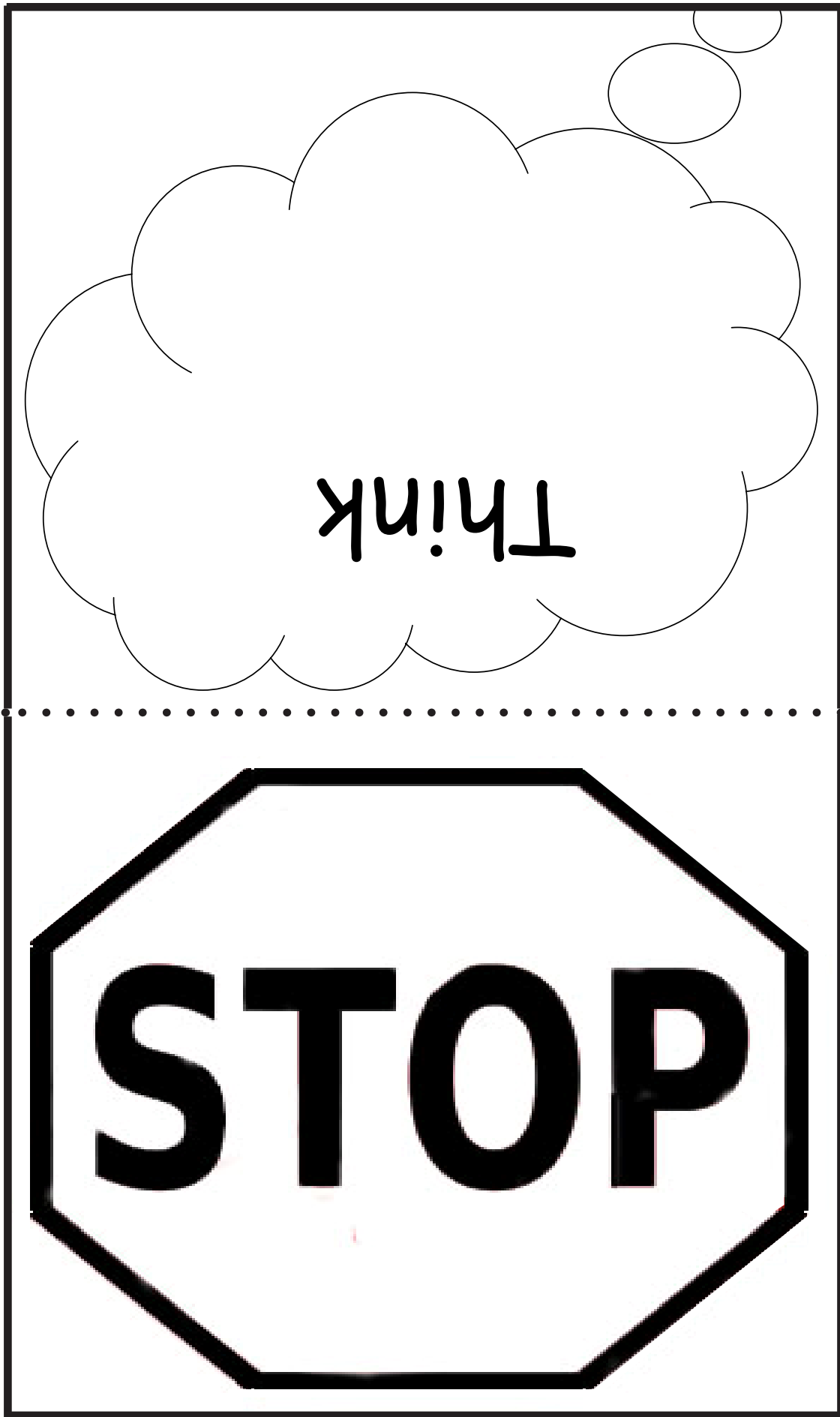
Fold here

Cut along this edge

Glue a stick in here after the form is folded.

“Stop and Think” signs

This template can be used for creating a sign. Have students color the “Stop” sign and the “Think” sign. Cut out the rectangle, including both signs. Fold the rectangle in half so “Stop” is on one side and “Think” on the other. Put a tongue depressor or Popsicle stick between the signs and paste them together. Students can use the sign to show that they are stopping and thinking.



Fold here

Cut along this edge.

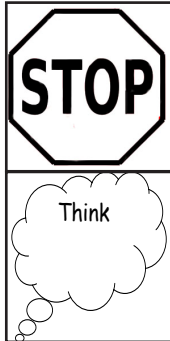


Home Connection

Dear Family,
Today I learned that everyone can win, but I need to choose to be a Helpful Hero for everyone to win.



When there is a conflict and everyone starts to get bugged, I can stop and think. I can help others stop and think. When we stop and tink, we can find solutions that make everyone happy!



I like being a Helpful Hero. It is better when everyone wins.

Ask me to show you my "Stop and Think" sign.

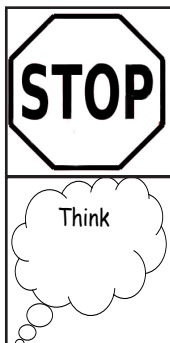


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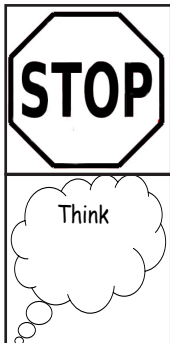
Ask me to show you my "Stop and Think" sign.



Conexión en el Hogar

Querida familia,
Hoy aprendí que todos pueden ganar, pero yo necesito escoger ser un héroe que ayuda para que esto pueda suceder.
Cuando hay un conflicto y todos empiezan a molestarse,

yo puedo para y pensar. Yo puedo ayudar a otros a parar y pensar.
¡Cuando nosotros paramos y pensamos podemos encontrar soluciones que hacen a todos felices!



A mi me gusta ser un héroe que ayuda. Es mejor cuando todos ganan.

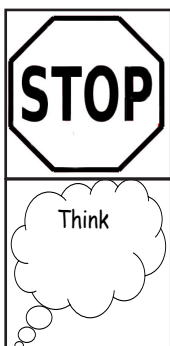
Pídeme que te muestre mi letrero de “Parar y Pensar”.



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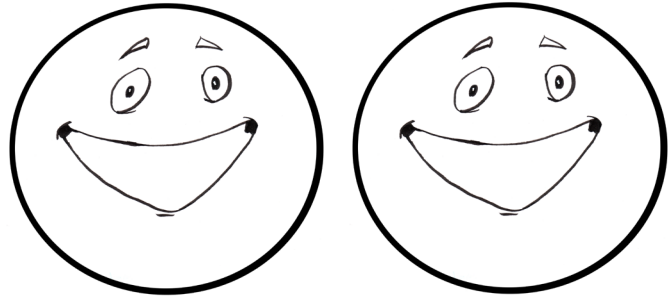
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I Win, You Lose



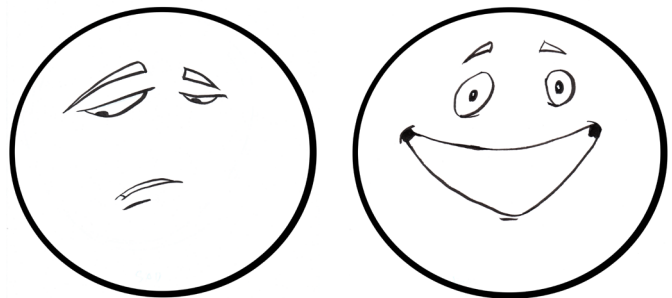
I Win, You Win



I Lose, You Lose



I Lose, You Win



Emotions

Caring Powers

Smart choice

Foolish choice

“” messages

Rights

Win-win

Attitude

