

The Role of Cosmopolitan Communication in the Development of Citizens:
Teaching These Skills to Young Children

A Research Summary of Year #2 at Woodland Park School, Hammond, Louisiana

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June 18, 2019

Democracy, a just society, life skills...Citizenship matters to everyone

The above quote comes from an organization in the United Kingdom called, Institute for Citizenship.¹ Like the Kettering Foundation a continent away, their goal is to strengthen democratic practices by helping citizens understand the crucial role they play in a healthy and robust democracy. Moreover, and also similar to the Kettering Foundation, they understand the importance of teaching young children these indispensable skills. On their website, they suggest the aim of citizenship education is:

- To equip young people with the knowledge, skills and understanding to play an active, effective part in society as informed, critical citizens who are socially and morally responsible.
- To give them the confidence and conviction so that they can act with others, have influence and make a difference in their communities (locally, nationally and globally).
- In describing the potential of Citizenship education, Professor Sir Bernard Crick said: “We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the critical capacities to weigh evidence before speaking and acting.”²

Like the Kettering Foundation and the Institute for Citizenship, the CMM Institute believes the skills and abilities required for this kind of engaged citizenship need to be taught very young and reinforced throughout life as a way of creating robust “interpersonal and cultural

¹ <https://www.citizen.org.uk/what-is-citizenship.html>

² ibid

competencies.” The importance of this task cannot be overstated, given the cultural and political fraying that is occurring across the globe. And, as large-scale research data on the state of our (adults and children alike) interpersonal and emotional health continue to mount, it is clear that we need to more actively teach people, when they are very young, the social and life skills that will serve them and their communities well throughout their life span.³ For young children, their community begins at home and in their classroom and with their peers. If they learn how to be good citizens in these contexts, they will know how to be good citizens as adults in the myriad contexts in which they find themselves.

For the CMM Institute, an essential aspect of citizenship is recognizing that the kind of world we live in is made in the quality of our communicating. Cosmopolitan communication is a skill set and a way of being that, among other things, honors one’s own stories and experiences while also acknowledging the stories and experiences of others, even if they are counter to your own.

We want children to learn these essential skills and abilities. Consequently, the CMM Institute developed CosmoKidz as one way for young children to learn how to have productive and generative conversations about their social worlds of teasing, sharing, bullying, making new friends, etc. The goals of CosmoKidz are to help children consistently practice the following cosmopolitan communication skills:

- Talking productively about their thoughts, feelings, and experiences;
- Listening to the perspectives of others;
- Handling challenging situations in helpful ways;
- Connecting with diverse children who are not like them;
- Managing their strong emotions;
- Imagining alternative ways of acting productively into a situation; and,
- Taking first-person as well as second- and third-person perspectives on the social worlds of which they are a part.

For the past five years, we have conducted research to test the effectiveness of CosmoKidz conversations to help develop children’s abilities to communicate in ways that help make better social worlds. We’ve also paired these conversations with periodic modified deliberations to assess whether young children are better able to engage in deliberations because of the conversational patterns they are learning through CosmoKidz. The data I have

³ S. Turkle (2011), *Alone together: Why we expect more from technology and less from each other*. NY: Basic Books.

S. Turkle, (2015), *Reclaiming conversation: The power of talk in a digital age*. NY: Penguin Books.

J. Twenge, PhD. (2017), *iGen: Why today’s super-connected kids are growing up less rebellious, more tolerant, less happy, and completely unprepared for adulthood (and what that means for the rest of us)*. NY: Atria books.

2019 Global Emotions Report, Gallup’s annual snapshot of the world’s emotional state:

<https://www.gallup.com/analytics/248906/gallup-global-emotions-report-2019.aspx>

collected over the past five years has been consistently positive across three schools and two States.

The research gathered for this summary is second-year data from Woodland Park School in Hammond, Louisiana. Woodland Park services the two largest projects in Hammond; 73% of families are economically disadvantaged with 74% of students receiving free lunch and 25% receiving reduced/full lunches. According to last year's Principal, "most students are two or more grade levels behind. Many students come from a home environment that is not conducive to learning. They are stressed and often angry. They lack reasoning, good decision making and communication skills."

The research has involved approximately 150 students in all kindergarten through second-grade classes. Most of the first- and second-grade students had CosmoKidz conversations and modified deliberations the prior year, while the vast majority of kindergarten students did not attend pre-school before entering Woodland Park. My research questions are the following:

Research Question 1: To what extent are the kindergarten children able to meaningfully discuss the topics in CosmoKidz?

Research Question 2: How does the use of CosmoKidz over the course of a school year affect the kindergarten through second-grade students' interpersonal communication skill sets and actions?

Research Question 3: How does the use of CosmoKidz over the course of a school year affect the kindergarten through second-grade students' interpersonal communication skill sets and actions across contexts (outside of the classroom and at home)?

Research Question(s) 4: In what ways does the use of CosmoKidz carry-over into a deliberative context? What communication skill sets are apparent as children deliberate topics related to their social world? What are the deliberative and communication skill sets that children are exhibiting in the first modified deliberation? How do these skills change overtime (as observed in the second and third modified deliberations) as children are using CosmoKidz daily in the classroom?

The rest of this summary will address these research questions.

Research Question 1: To what extent are the kindergarten children able to meaningfully discuss the topics in CosmoKidz?

Before the three kindergarten teachers began having conversations with their students using the topics in CosmoKidz, I asked them a series of questions about the communication skills and abilities of their students. Here is a sampling of what they said:

Teacher #1: "The students I have this year are very immature and lack social skills that are needed to successfully interact with both adults and peers. They have a very hard time

listening and cooperating with what has been asked of them to do. Many students display anger and have behavioral problems.... My children this year lack basic skills that one might learn in PreK or at home. They cannot listen, do not recognize when they are being spoken to, and are very immature. It will take a lot of time and practice for these students to get where they need to be.”

Teacher #2: “Because most of our K babies are coming straight from home or daycare, they have no idea how to listen or follow rules. Many have behavior issues, and I have already witnessed a lot of pushing and hitting to communicate that they don’t like something.”

Teacher #3: My students are very immature and clueless at this point. Due to the fact that we did not house Pre-K on our campus last year, they are not familiar with routines and procedures. Many can’t follow rules and have a hard time listening. Many students display anger and have behavior issues. Some children are kind and helpful while others make fun of students crying or getting into trouble. I have witnessed one of my students committing violent behavior towards others who get in his way or touch his things.”

Approximately a month into using CosmoKidz, I asked the teachers what they were noticing in the children’s ability and willingness to have conversations about their social worlds:

“The last two weeks we have focused on the cards, *Think Before you Act* and *Calling Other Kids Bad Names*. The children already know SOAR (Sense what’s around you; Open your hands to help others; Act with kindness; Respect other people), love the SOAR song and enjoy singing it daily.... We have had some really great discussions. I am striving to let the students know that CosmoKidz time is a safe time and place to be honest and share. I am liking that they are open to communicating with one another.”

“This past week we used the kindness card. We talked about what the word kindness means and I have so many sweet answers: being nice, giving hugs, asking what’s wrong if a friend is upset. We went around the circle and had each student say something kind to the friend next to him/her.”

“My students this year really enjoy CosmoKidz. Our conversations each day are very rich compared to last year. The problem that I am seeing MAJORLY is that the application is almost at 0. Everyday I have students hitting, pushing, poking and tattling. Overall, they do not do as we say in our conversations. Now this week I have noticed small improvements in many social areas with a hand full (sic).”

Three months into the school year and shortly after their first deliberation on the topic of “three possible choices a teacher might make when her students are not listening,” the teachers made these observations:

“Since the first deliberation, overall following directions has improved. I still have those few who struggle with listening, but that’s to be expected with this age group.... I really do find that my students are willing to talk to each other to resolve conflict... Our CosmoKidz time is always focused on the feelings of others, talking to each other and really listening, and then hopefully making a choice that everybody can live with. When I am involved in a conflict, I will often ask, are you acting with kindness? Are you respecting their feelings? Can you sense how you’ve made that person feel? They are wonderful questions that lead them to better understand the impact their words and actions have on others.”

“Our first deliberation went really good (sic). I was very surprised again by the conversations in the room.”

“Things are going well. I have seen some growth in some children. Some are still tattling and teasing while others are being kind and respectful. I have witnessed my students letting others go first and taking turns. Also, children inviting others to join in play at recess. Some, I still haven’t reached yet.”

In December one of the teachers sent this update to me: “Just wanted to share that my class did a modified deliberation to select our Christmas song for our holiday program. We had some great discussions, some songs were discarded because they were too wordy. We even nixed a song because one child was terrified of reindeer. We ultimately decided on Jingle Bells!”

As the children continued to have conversations about their social worlds and before the end of the first semester of school, one of the teachers sent this:

“Today, one of my students came up to me as we were lining up after recess. She said, Ms. _____, some girl told me I was stupid and ugly. And before I could even say anything, she continued with passion, I told her I was actually very smart and not ugly and that she was being a bully and that’s not how we’re supposed to treat other people. I asked, what did she say to that. My student replied, She said I was right and she didn’t want to be a bully. She said she was sorry and that she’d never say that me again.
WOOOOWWWWWWWW!!!”

When the second semester began in January, the teachers were given a new reading curriculum that made the daily conversations of CosmoKidz impossible to continue due to time constraints. The CosmoKidz conversations continued but only a few times per week. Two of the three teachers braided ways of talking about issues and SOARing behavior throughout the day in addition to conversations using the topics in CosmoKidz.

At the end of the school year, I interviewed the teachers to assess the changes they observed since the beginning of the year. All three teachers saw significant improvement. One teacher

told me “the way they interact with each other shows they are developing good communication skills and a sense of respect.” Another teacher said, “My students seek to resolve issues on their own instead of bringing them to me. I’ll hear someone coming to tattle and a student will say we have to try to work it out ourselves first. This usually takes care of it. I believe my students are much better communicators than when I received them in August.” A third teacher said, “I see students using SOAR words with each other during the day. I think it’s awesome that not only are they retaining the information, but actually using it in real life scenarios.”

One of the questions I asked the teachers at the beginning and again at the end of the school year was the percentage of time they spend redirecting unwanted behaviors. When the school year started, the range that the teachers gave me was between 75-90%. At the end of the school year, the percentage dropped to between 20-30%. I was also curious to know their thoughts on the connection (if any) between the use of CosmoKidz and SOAR and the behavior of the children. All three teachers saw a direct correlation. One teacher pointed out that the more she uses the words in her teachings and lessons, the more they use them with each other during the day. Another teacher said she references SOARing behavior all the time: “The way they interact with each other shows they have developed remarkable communication skills thanks to how the puppet models behavior, asks questions, and shares feelings.” A third teacher said the way her students interact with each other shows they are developing good communication skills and a sense of respect.

When asked about the challenges of using CosmoKidz, the teachers found the greatest challenge was having an actual block of time set aside each day. This has been a consistent theme across the years of this research, especially for schools like Woodland Park that have a set daily schedule that teachers must follow. However, I have also heard from the more experienced teachers that the goal is to braid these conversations throughout the day to help the children become more mindful of their communication patterns across contexts and not just during a 5-10 minute set-aside conversation. This, I think, should be the goal of any teacher using CosmoKidz. To the extent that teachers are using events throughout the day as “teachable/learnable moments,” the children begin to see their behavior from a larger, more systemic perspective.

In terms of the strengths, the teachers said: “Being kind and respectful, helping others, and being aware of the needs of others. I think they are really getting the message.” A second teacher said: “The biggest strength is giving the students other options to deal with how they are feeling. Something they can take home with them and use there as well. It becomes a mindset!!!” A third teacher said: “Being respectful, helping one another, and sensing the needs of others. These are valuable life lessons that will serve my students well.”

I was also curious to know if the teachers saw a connection between their students’ desire to talk things out when challenging situations arose during their day and the CosmoKidz conversations they had throughout the school year. I also wanted to know if the teachers thought their students would be able to deliberate as they have done without having the kinds

of conversations they have had using CosmoKidz. One teacher's response summed up what I heard from all three teachers:

"I absolutely see a connection between talking things out as their "go to" solution when conflicts arise. I am so proud of them for this but I also know it's my consistent direction and suggestion of talking it out that helps that stick in their brain. I say this A LOT.... I don't think the children would be able to deliberate had they not been having CosmoKidz conversations. I see a connection. They go hand in hand. The modified deliberations show there is more than one way to find a resolution, and often there is more than one resolution. It lends itself to talking and sharing ideas in a positive, structured environment. "

I will say more about the children's abilities to meaningfully engage in modified deliberations when I discuss research question #4.

Research Question 2: How does the use of CosmoKidz over the course of a school year affect the kindergarten through second-grade students' interpersonal communication skill sets and actions?

I have provided information about the kindergarten students based on research question #1. Most of the first- and second-grade students were at Woodland Park last year and, consequently, had a year's worth of CosmoKidz conversations and modified deliberations. When I asked the first-grade teachers their observations of their students during the first few weeks of the school year, the three teachers said the following:

Teacher #1: "Overall, my children work great together. I am quick to remind them about SOAR and to make sure we follow what SOAR means. I can tell which students have learned and understood what Cosmo Kidz are by their actions and words, especially while interacting with my new students....I notice a lot of empathy and compassion while working in groups and during recess almost everyday....The children from last year remember every word and move to the SOAR rap song."

Teacher #2: "Overall, I am very pleased with how my students are interacting with each other. For the most part, they show empathy for each other (especially the ones with special needs). Also, I have two who have never been to school before and are learning how to check on others by watching the other students. I have one who just refuses to do what is asked and is continuously being mean to the other students just because he wants to....He needs to be redirected about every 5 minutes or so (literally) no matter where he goes. He is very defiant."

Teacher #3: The third teacher indicated she had several new students in her class. Her observations of the students during the first few weeks of class were the following: "My students are struggling with tattling, not telling the truth, and talking way too much. They do however have empathy for others that are crying. If another child's nose is running they will

bring them Kleenex....I mostly see my girls as a little more caring and not afraid to show themselves being caring. I have more boys and some are followers to the more outspoken students.”

As the year progressed, I learned through our check-ins that the first-grade teachers were really struggling with a handful of students. One student in particular showed violent tendencies towards adults and his peers, and he was moved among the three classes before being sent to an alternative school toward the end of the year. A handful of students across two of the three classes needed outside intervention due to the severity of the behavioral issues. Additionally, one of the teachers took a maternity leave mid-way through the school year. These issues affected the teachers’ ability to provide daily or almost daily conversations about the children’s social worlds.

The two teachers with the behavioral issues told me they started the school year having CosmoKidz conversations on a regular basis, but they became overwhelmed with the handful of students who required consistent redirecting and outside intervention. One teacher said, “In the beginning of the school year, the cards were used a lot more than now. Due to several changes and behaviors this year, I don’t seem to be using the cards as much as before.” A second teacher told me, “At the beginning-middle of the year I used the cards 3-4 times per week. Toward the middle-end of the year I use the cards rarely, due to some very difficult students who did not respect anyone or anything. The students who were listening and attempting to use SOAR behavior were trying to relay the skills in the class but ultimately had to get adults involved.”

The third first-grade class had CosmoKidz conversations regularly with positive effects:

“My students handle their emotions extremely well. I do have one student who whines and cries all day, but overall they handle their emotions great. Most of the students will mention why they are upset, hurt, excited, happy, etc. For example, I had a child overly excited/happy which was making him behave a little wild in the class, so he finally raised his hand and asked to share with the class why he was so excited. Once he mentioned it to the class, he was able to really concentrate on school.”

Toward the middle of the school year, she said:

“I am noticing mainly throughout my entire class that the children are communicating way more. They have been solving their own problems with talking to one another instead of running to me. I also have noticed the children that struggled with helping others have become so much better at it. For example, one student in particular, when she sees someone crying she immediately goes to hug and check on that other student. That’s a big deal to me. I am beyond happy to notice that. They have matured a good bit since

the first deliberation. They are getting better listening skills and have learned to respect adults and other classmates.”

This teacher said her students love the CosmoKidz conversations—“Kids listen and love it. It helps with communication, respect, my expectations, etc.” The challenge for her was “the kids not wanting to shut it down. It’s hard to stick to my 10 minutes a day.” The other two teachers expressed that the CosmoKidz conversations “gives the students a chance to voice their opinion and realize that they are not the only one with the same concerns” and “it gets students who are not very motivated to participate in role playing and discussions.” However, they both said their biggest challenge was “finding time due to handling major behavior issues that arise almost daily (multiple times a day).” “The challenge was behavior that was out of control. On several occasions I had to remove all of my students away from a particular behavior. This was sad being a teacher for 24 years and couldn’t fix it (sic).”

This is the first time in this research that two classes have had atypical and severe behavioral problems that have affected the safety of the class environment. In situations like this, what these teachers are saying is that it’s too overwhelming to attempt to have conversations with an entire class about the issues of their social worlds. This may be a fruitful area to further explore—How can we provide opportunities for children who are able, willing and would benefit from talking about the issues of their social worlds (sharing, teasing, bullying, making new friends, etc.) do so in a classroom environment with atypical disruptive/violent behavior? And, what supports do teachers in these environments need?

The second-grade classes had more typical student behavior than was reported by the first-grade teachers. At the beginning of the year, the teachers said this about their students:

Teacher #1: “The students in my classroom interact with each other good (sic). They are familiar with SOAR. My homeroom class consists of 32% inclusion students that struggle academically and socially.”

Teacher #2: “Overall, the students interact well with each other. Many of the children seem to be more mindful of the feelings of others. They seem to be more conscious of their actions. The children are often showing empathy and compassion towards each other. I’ve noticed students inviting kids to join a group, if they are alone.”

Teacher #3: “Students are polite to adults and are learning how to follow directions. They are learning how to solve problems without fighting. They are using the ‘talk it out’ strategy. They are using polite words instead of calling names. About 50% of the time, students are showing empathy to one another.”

About three months into the school year, one teacher told me:

“My students are using the information provided from the discussion cards in their conversations. They are more positive with their responses to each

other, saying, 'I'm sorry' when they accidentally hit someone and the best part is that the student being bumped just says, 'it's ok!' Through the use of Rainbow our puppet, conversations have taken place that would not have originally happened. Students are open to admitting when they reacted wrong and how they can change. It is amazing to watch the transformation of more positive conversations and interactions taking place."

Just after the first deliberation, one of the teachers said:

"The students seem to be more mindful of their relationships with each other. They always share very thoughtful and positive responses to the scenarios on the CosmoKidz cards. I'm very pleased with the growth of the students since the beginning of the school year. They are more willing to apologize for poor choices and they seem to care about their peers' feelings. I've noticed many students encouraging their classmates to do the right thing. The students enjoyed the deliberation! They were very excited and worked well together."

Six months into the school year, one teacher reported:

"My students are having a wonderful time during our CosmoKidz discussions! In real life situations, I have had a student stop and say, 'Let's not fight but talk it out.' Such a major improvement since the first of the year. Some new cards we have been using that are now our favorite are 'conscious breathing' and 'your feelings are hurt.' We take lots of deep breaths to calm down throughout the day. Students are noticing how their breathing changes when they are excited, nervous, scared or mad. They come up to me and tell me how their breathing changes when they feel a certain way. Often my students think just because someone looks at them and laughs, that person is talking about them...which causes behaviors to escalate...especially with our new student. We have used the card on feelings being hurt to help our new student adjust to our classroom environment. Overall, we are having a wonderful time learning new positive ways to help us with our behaviors."

By the end of the year, the three teachers reported very positive growth in their students. One teacher said, "The overall behavior of my students has greatly improved. They are more aware of how their actions and words affect others, whether positive or negative....We are still working on taking turns listening and speaking. They are getting better. They are learning that listening entails more than just hearing what the other person is saying." A second teacher said, "Overall, the students are more respectful of each other. They are showing more kindness towards their classmates." A third teacher said, "My students have started saying 'I'm sorry' immediately instead of being prompted. They practice conscious breathing and are discovering what emotions feel like internally. They are also respecting differences with one another. I hear them tell one another that it is ok to disagree or make different choices because we are all different and special in our own way. Now my students often hug each other after a

disagreement and ‘talk it out’ instead of fighting. At the beginning of the year, the majority of my students would have settled any type of disagreement with physical violence.”

When I asked the teachers if they thought their students would be showing these positive behaviors and interactions without having had the CosmoKidz conversations, all three agreed that the CosmoKidz conversations provided the scaffolding for the children to learn how to interact with each other. None of them thought their students would be as far along in their social-emotional development without the consistent conversations they have had throughout the year. The teachers also saw a clear correlation between the students’ ability to deliberate and the development of their relational/communication skills. One teacher said her students would “absolutely not” have been able to deliberate without the skills they have learned through their CosmoKidz conversations. Another teacher said there was a definite connection between the students’ ability to engage in modified deliberations and the conversations they have had about their social worlds. She said, “The students are doing a great job expressing themselves through conversation.”

As previously mentioned, the goal of CosmoKidz is to help children consistently practice the following cosmopolitan communication skills:

- Talking productively about their thoughts, feelings, and experiences;
- Listening to the perspectives of others;
- Handling challenging situations in helpful ways;
- Connecting with diverse children who are not like them;
- Managing their strong emotions;
- Imagining alternative ways of acting productively into a situation;
- Taking first-person as well as second-person perspectives on the social worlds of which they are a part.

The feedback I have received from the kindergarten through second-grade teachers reinforces that students are learning these skills but practicing them unevenly. The kindergarten students can talk about these skills but don’t usually see the connection between the CosmoKidz conversations and their own behavior in another context. Fortunately, their ability to practice the skills throughout the day improved over the course of the school year, although it requires continual reinforcement from their teacher. Most of the first-grade students are displaying many of these skills in certain situations and contexts, but this has been overshadowed by a small group of very disruptive and violent students. Most of the second-grade students have also grown in their social-emotional development. What all of the teachers have told me is the children’s propensity to want to talk through difficult and challenging situations. The common phrase all of the teachers told me their students use is, “we need to talk it out.” All of the teachers said the most challenging skill for their students is managing their strong emotions. But as the year progressed, most of the children shifted from hitting, yelling and screaming as their “default” option to using language and conscious breathing to help manage their strong feelings. I will say more about this when I discuss what was learned from the modified deliberations.

Research Question 3: How does the use of CosmoKidz over the course of a school year affect the kindergarten through second-grade students’ interpersonal communication skill sets and actions across contexts (outside of the classroom and at home)?

To answer this question, I sent questionnaires to the parents to get feedback on any observed changes to their children’s behavior. Additionally, the children took a SOAR test at the end of the year to determine recall and to name SOARing behavior they had done during the past week. SOAR stands for: Sense what’s around you; Open your hands to help others; Act with kindness; Respect other people. In addition to teachers having conversations with students about their social worlds, the children learned about SOARing behavior through their teacher pointing out these behaviors and through weekly singing and dancing to a SOAR rap song.

When the school year began, I sent home a questionnaire to the incoming first-grade and second-grade parents to determine if the children continued to practice SOARing behavior during the Summer. The results of this questionnaire appear to indicate that the children did continue to point out SOARing behavior and practice it themselves, even without outside prompting from teachers. I also found no direct correlation between parents who responded “more frequently” to their child’s SOARing behavior and whether the child attended Summer Camp. See Figure 1 for the results:

FIGURE 1

First- and Second-Grade Parent Questionnaire Results
to Gauge Carry-Over During the Summer
August, 2018

N=36 Responses

Dear Parents/Caregivers--If your child was in a kindergarten or first-grade class at Woodland Park last year, would you please take about 5 minutes to answer this survey? One of our research questions is seeking to know how much your child continued to share CosmoKidz and SOARing behavior with you. We are interested to know what kind of carry-over is occurring at home. Please return this to your child’s teacher.

1. During the Summer, did your child *mention* SOAR or SOARing behavior?

Frequently: 15 Sometimes: 19 Never: 2

2. Did your child *point out* SOARing behavior? (For example, saying something like, “She is opening her hands to help others”)

Frequently: 22 Sometimes: 14 Never: 0

3. Please indicate by checking the answers below, how your child’s behavior compared to his/her behavior during the school year:

Sensing what's around him/her (Being more aware of his/her surroundings)

More frequently: 22 About the same: 14 Not as much: 0

Opening his/her hands to help others (being more helpful)

More frequently: 23 About the same: 11 Not as much: 2

Acting with kindness (showing more kindness towards others)

More frequently: 23 About the same: 12 Not as much: 1

Respecting other people (showing more respect towards others)

More frequently: 19 About the same: 15 Not as much: 1

4. How often does your child sing the SOAR rap song at home?

Four or more days a week: 4 One to three days a week : 23 Never: 8

5. Did your child attend Camp CosmoKidz? Yes: 17 No: 19

Did you notice a difference in your child's behavior while he or she was attending the camp?

Yes: 8 Somewhat: 1

At the end of the school-year, the teachers sent home a survey to parents. Of the 150 students in the three grades, we received a phenomenal 68 responses from parents. As you will see from Figure 2, parents definitely saw carry-over of SOAR skills at home and in other contexts. I am also struck by the conversations that parents and children were having about the CosmoKidz topics; all but four parents said they had weekly conversations with their child about the CosmoKidz topics that were being discussed in class. The fact that parents are having conversations with their children about their social worlds, is very encouraging. See Figure 2 for the full results:

FIGURE 2

End-of-Year Parental Survey Carry-Over Results
May, 2019

N=68 responses

Kindergarten: 21 responses; First-Grade: 18 responses; Second-Grade: 29 responses

1. Since the beginning of the school year, is your child *mentioning* SOAR or *SOARing* behavior?

Frequently: **32** Sometimes: **30** Never: **4**

2. Does your child *point out* SOARing behavior? (For example, saying something like, “She is opening her hands to help others”)

Frequently: **34** Sometimes: **30** Never: **2**

3. Is your child *exhibiting* SOARing behavior more than s/he was at the beginning of the school year?

Sensing what’s around him/her (Being more aware of his/her surroundings)

More frequently: **50** About the same: **13** Not as much: **2**

Opening his/her hands to help others (being more helpful)

More frequently: **54** About the same: **11** Not as much: **2**

Acting with kindness (showing more kindness towards others)

More frequently: **56** About the same: **9** Not as much: **1**

Respecting other people (showing more respect towards others)

More frequently: **57** About the same: **10** Not as much: **1**

4. How often do you and your child talk together about the CosmoKidz topic of the week from your child’s class?

Four or more days a week: **23** One to three days a week: **37** Never: **4**

5. How often does your child sing the SOAR rap song at home?

Four or more days a week: **20** One to three days a week: **36** Never: **11**

6. Since the beginning of the school year, what differences are you noticing in your child’s behavior?

Direct Quotes:

From Kindergarten Parents:

- Aware of her surroundings
- More caring of other’s feelings
- She has always been kind but she is more willing to help out
- He is more responsible and more aware
- Reading better
- He is more kind and friendly
- I see and hear a lot of difference since the beginning

From First-Grade Parents:

- He’s more sociable and communicative with people
- She gets very frustrated with herself and thinks she is dumb if she doesn’t know it
- He will talk about his feelings more instead of getting upset quickly
- She has been more kind and sharing all her food like mostly snacks
- She is more respectful and more helping around the house

- It's been better and progressing more
- He is more willing to talk about what's bothering him
- Her patience has improved a lot
- Talks more about how important it is to treat people nice and he exhibits earth saving habits
- He is a little quiet about things. He just needs to open up and he will be fine

From Second-Grade Parents

- She is more focused even with a few mishaps
- His behavior has always been great
- Kind, helpful; holds the door for the ladies
- She is somewhat good and she is more loving to me than she has been in the past
- She is pointing out more what is or not respectful to other people. She goes around the neighborhood to help neighbors
- She pays more attention to what is going on around her. She tries to be fair more often
- He's a great child, so about the same
- She is very respectful to people and watch her surrounding more. This is her second year with SOAR
- Kind, helpful, thoughtful to bring me flowers
- He has gotten more courteous to others. He is very helpful to others
- She has been pretty consistent
- Learning how to control their anger (kindergarten and 2nd grade siblings)
- She is more helpful
- I believe they are working better with others (kindergarten and second-grade siblings)

The majority of parents are seeing a positive difference in their child's behavior. But how well can the children name what SOAR stands for and provide an example of their own behavior? While I observed the last deliberation, the students were also given a SOAR test. The results are provided by grade-level in Figure 3. Almost all of the children drew a picture that represented something they had done. Thirteen of the 51 kindergarten students had an adult write a sentence describing their picture. The first- and second-grade students wrote their own responses to the picture they had drawn. Thirty out of 41 first-graders wrote a sentence describing their picture and 36 out of 47 second-graders wrote a sentence. Note that the children's examples of their SOARing behavior become more specific with each grade-level. See Figure 3 below:

FIGURE 3

Kindergarten Through Second-Grade SOAR Test Results by Grade

Woodland Park **Kindergarten Students** SOAR Recall Results
April, 2019

N=51 students

Note: Some students circled more than one answer or didn't circle any responses

19 students scored 100%

12 students correctly identified 3 out of 4 letters

Directions: This year you learned about SOARing behavior. What does SOAR stand for? Please circle the correct phrase for each letter in SOAR.

- S:**
 Seek out a friend: 10
 Sense what's around you: 41
 Stand up straight: 7
 Say you're sorry if you have hurt someone: 7
- O:**
 Only talk when you're called on: 6
 Offer candy to your friends: 3
 Open your hands to help others: 34
 Own toys that you'll share: 10
- A:**
 Act with kindness: 41
 Ask someone to be your friend: 4
 Allow a friend to play with your toys: 2
 Always look both ways before you cross the street: 5
- R:**
 Read when you can: 4
 Rely on your friends for help: 2
 Rest everyday: 5
 Respect other people: 38

Draw a picture of something you did this week that showed you were SOARing. Write one sentence to describe what you did.

Quoted Written Responses:

- I showed respect by asking a friend to play with me
- I asked someone to draw with me
- I helped my mom wash clothes
- I acted with kindness by sharing my basketball
- I acted with kindness
- I helped clean up around the house
- I helped my mom clean the house
- I helped my brother
- I helped my brother who was sad
- I played with my sister
- I can help people
- I swim in the pool

- I helped my mom vacuum

Woodland Park **First-Grade Students** SOAR Recall Results
April, 2019

N=41 students

Note: Some students circled more than one answer or didn't circle any responses

Directions: This year you learned about SOARing behavior. What does SOAR stand for? Please circle the correct phrase for each letter in SOAR.

- S:**
- Seek out a friend: 1**
 - Sense what's around you: 38**
 - Stand up straight: 1**
 - Say you're sorry if you have hurt someone: 1**
- O:**
- Only talk when you're called on: 0**
 - Offer candy to your friends: 0**
 - Open your hands to help others: 39**
 - Own toys that you'll share: 1**
- A:**
- Act with kindness: 39**
 - Ask someone to be your friend: 0**
 - Allow a friend to play with your toys: 0**
 - Always look both ways before you cross the street: 0**
- R:**
- Read when you can: 0**
 - Rely on your friends for help: 0**
 - Rest everyday: 1**
 - Respect other people: 40**

Draw a picture of something you did this week that showed you were SOARing. Write one sentence to describe what you did.

Quoted Written Responses:

- I will help my friend
- I helped her up off the ground
- I let a new student use my pencil
- I saw someone fall and I helped them up
- I respect other people
- I see the star fall down
- I help them with their work
- I play with my friend
- I helped him to pick up the blocks
- When my friend wanted to play with my toys I said yes to my friend
- Act with kindness I shared my glider colors
- I'm helping my mom
- I like to have friends

- I can wash dishes. I like to help my mom
- I help people up
- I helped my friend up
- I helped my friend
- I helped my friend who was crying
- I let her play my game
- I helped my cousin fold clothes
- I helped a dog
- I let my friend borrow my pencil and crayons
- I helped put the puppy on the porch
- I acted with kindness
- I helped him up
- I was acting with kindness
- I was helping her
- I was acting with kindness. I was asking what was wrong
- I helped my teacher make our test
- My teacher helped me

Woodland Park **Second-Grade Students** SOAR Recall Results
April, 2019

N=47 students

Note: One student circled more than one answer and one student did not circle anything for the O in SOAR

Directions: This year you learned about SOARing behavior. What does SOAR stand for? Please circle the correct phrase for each letter in SOAR.

- S:**
- Seek out a friend: 0**
 - Sense what's around you: 47**
 - Stand up straight: 0**
 - Say you're sorry if you have hurt someone: 0**
- O:**
- Only talk when you're called on: 0**
 - Offer candy to your friends: 1**
 - Open your hands to help others: 45**
 - Own toys that you'll share: 0**
- A:**
- Act with kindness: 44**
 - Ask someone to be your friend: 2**
 - Allow a friend to play with your toys: 0**
 - Always look both ways before you cross the street: 2**
- R:**
- Read when you can: 0**
 - Rely on your friends for help: 1**
 - Rest everyday: 0**

Respect other people: 46

Draw a picture of something you did this week that showed you were SOARing. Write one sentence to describe what you did.

Quoted Written Responses:

- Do you want to play?
- I helped my mom at the house
- I had a party
- I was at home and my sister didn't have any candy so I gave her some of mine
- I helped someone that fell on the playground
- I helped a little boy up
- I helped someone on the ground
- I helped my sister walk when she got a sticker in her foot
- Helping Devonte up
- I am helping them get up and walk
- I am opening my hands to others
- I'm helping someone up
- I opened the door for my dad and I acted with kindness
- I gave my sister some candy
- I gave my brother \$10.00
- Rely on your friends for help
- My sister hit my cousin so me and my sister talked
- I was quiet in class
- I can open my hands to my sister and share my toys
- I played on the swing
- I respect other people and I will play with them if they don't have a friend
- I am telling someone is they ok
- I shared my toy penny the pig
- My teacher is nice
- I was sharing with Hayden
- I was being nice to her
- I can help Ms. Wells pick up papers
- I helped my brother clean up his room
- Me and my little sister were at the park
- I helped my friend get up when somebody pushed her
- I went down the slide with my sister so she wasn't scared
- I helped my sister when she fell
- I helped my sister when she skinned her knee
- I talk to others
- I gave my friend ice cream
- Respect other people by telling them that they are beautiful

The parental survey results and the students' SOAR test results indicate a positive correlation between the CosmoKidz/SOAR conversations and the interpersonal development of the children across contexts. Although, according to parents, most of the children are exemplifying better interpersonal and social-emotional skills, the older children are better able to name specific ways they are exhibiting these behaviors in multiple contexts. And yet, children as young as 5 can be very specific about ways they are helping a parent or sibling.

These are the building blocks for becoming socially and morally responsible citizens. These interpersonal skills are also the building blocks for deliberating with a heterogeneous group to be able to hear a variety of perspectives and weigh options with an open heart and mind. The students engaged in 3 modified deliberation on topics that the teachers felt the students needed to discuss. The fourth research questions relate to these deliberations:

Research Question(s) 4: In what ways does the use of CosmoKidz carry-over into a deliberative context? What communication skill sets are apparent as children deliberate topics related to their social world? What are the deliberative and communication skill sets that children are exhibiting in the first modified deliberation? How do these skills change overtime (as observed in the second and third modified deliberations) as children are using CosmoKidz daily in the classroom?

The first modified deliberation occurred during the week of October 8, 2018. The teachers wanted the children to discuss a topic that was relevant to issues occurring in the classroom. They agreed that the most pressing issue was children not listening.

We decided on a scenario that would vary depending on the specific issue(s) the teacher was experiencing. So, for example, in one class the scenario might involve someone who is talking too much while in another class the scenario might involve someone who is hitting or pushing another child. Three college students worked with each teacher to create the scenario that was specific to her class. Two of the college students had a puppet who would be acting out the unwanted behavior while the third college student had a puppet who was very sad because s/he wanted to learn but was having a difficult time because of the misbehaving puppets. As the puppets were demonstrating the unwanted behavior, the teacher stopped the lesson, turned to her students, and expressed her frustration with the puppets. She told the students how difficult it is to teach when the puppets, or her students, aren't listening and how sad she is when other students are affected (she pointed to the puppet with the sad face and tears). She told the students that there are different ways she might intervene to help change the unwanted behavior and she needs their help in knowing what they think about three possible options. The options are: 1. No recess for the misbehaving students; 2. Teacher calls home; or, 3. Teacher and student talk it out.

The students were then placed into 4 small groups with a college student who facilitated each group. A fifth college student videotaped the discussions. The results of this deliberation provide information about how the children in each grade-level are thinking about these three possible options.

This first deliberation is also a way of gauging the ability of the kindergarten students to participate in this activity. Especially with no prior preschool experience, can these children think abstractly enough to imagine what the pros and cons of the three choices might be? This is also an opportunity to compare the responses across the grade levels to assess similarities and differences based on age.

I observed that even without prior pre-school experience, most kindergarten students were able to describe what they liked and didn't like about each option; there were very few responses that made me wonder if the children understood what they were tasked to talk about.

The reasons for liking and not liking the three options were fairly consistent across the grades. For the more punitive options of missing recess and calling home, students didn't like the punishment aspect of these options, but they also thought that students deserve to be punished and will learn their lesson because of the punishment. However, the students in all three grades were more specific in the learning that will occur if they talk it out with their teacher. Unlike the other two options, the students talked about the ability to learn what to do differently, to say they are sorry, to be friends again with the teacher, and to feel better about themselves. They were more aware of the "relationship dimension" that occurs when they have the opportunity to talk things out; that is, the ability to repair something they have done that has frustrated their teacher and their classmates.

The second deliberation occurred in mid-January, 2019. The teachers chose the scenario of a child being bullied. They wanted to include two choices that involved the child's agency in helping to rectify the situation and one choice that would involve a teacher or adult intervening. College students acted out the scenarios with puppets. The scenario was the following: A child (puppet) is making fun of a "sad girl" (another puppet showing her sad face and tears) because she is wearing ugly shoes that are not in style. The bully is gathering peers to point fingers, poke fun, and deliberately exclude the sad girl from their group. The bully is saying things like, "let's all ignore her and don't let her play with us. Let's chant, ugly shoes, ugly shoes." Another puppet is watching all of this and doesn't like what s/he is seeing. What can this puppet do to help make this situation better? The Three Choices are: Choice #1: Befriend the bully to help the bully become nice to people; Choice #2: Ask an adult for help; and, Choice #3: Talk it out with the bully. Among other things, we were interested in knowing if the children are distinguishing between befriending the child who is acting mean and talking it out with the child and, if so, what are the distinctions?

All three grades had the most positive responses around the second choice of asking an adult for help. The kindergarten students thought a teacher can discipline the bully (9 small group responses) and fix the problem (7 small group responses). The first- and second-grade students also had the most positive responses about a teacher having the ability to punish the offender (13 first-grade small group responses and 9 second-grade group responses). The largest downside that every grade articulated is retaliation for telling the teacher (9 responses from

kindergarten small groups, 7 responses from first-grade small groups, and 10 responses from the second-grade groups).

Befriending the bully had many more downsides than positives for the kindergarten students. The biggest reason to not befriend the bully was that s/he was being mean. The kindergarten students were also concerned about talking it out because they feared they, too, would be bullied (12 small group responses). For the first-graders, the number one reason to befriend the bully would be to show him/her how to treat people (4 small group responses). Two groups said, "I will share so they will know how to act." This indicates that these children understand that befriending includes behaviors that may not involve talking. Their most cited reason for not befriending the bully is not wanting to be friends with someone who is treating other people badly (8 small group responses). Five small groups responded that talking it out would be helpful as a means of instructing the bully about the importance of not being mean. However, 9 small groups didn't like talking it out because they thought the bully would be mean to them (hitting them, taking their things, calling them names, etc.).

The second-graders were able to engage in perspective taking about the advantages of befriending the bully or talking it out. In terms of befriending the bully, 6 small groups thought it was important to show the bully how to behave. These groups indicated that the bully may just be having a bad day, or perhaps s/he was raised that way. Four small groups thought the bully might not have friends and would act better if s/he had friends to play with. One small group thought that maybe the bully didn't mean to treat others so badly. For the choice of talking it out, one small group wondered if the bully knew he was being mean. Six small groups thought that talking might help change the unwanted behavior. Having said that, there was a clear consensus among most of the second-grade small groups that talking it out might provoke a bully to be mean to them (18 small group responses). A second-grader in one of the groups said "one time I did that and he knocked me clean out."

Several groups across the three grades were able to decide on their favorite option, while many other groups were not. There was no clear consensus among the kindergarten classes (2 groups liked Option 1; 2 groups liked Option 2; and, 2 groups liked Option 3). Three first-grade groups liked the option of befriending the bully and 1 group liked the option of talking it out. None of the first-grade groups liked the option of asking an adult to intervene as their first choice. Six of the second-grade small groups liked befriending the bully as their first option. Two groups liked asking an adult for help and two groups agreed that talking it out was the best option. I'm surprised at the low number of groups that thought asking an adult to intervene was a preferred option, particularly since every grade had the most positive things to say about why an adult intervening is a good thing. Perhaps they are all too aware of the downside that every grade also expressed: If I tell a teacher, the bully will retaliate. The responses from each grade-level and class can be found in Appendix A.

The third deliberation occurred at end of April, 2019. The teachers wanted to have a scenario involving strong emotions of anger to help the children think about ways to productively channel these emotions. This deliberation was also set up differently than the previous two.

The children were presented with the scenario of their classroom puppet being very frustrated about a situation and ultimately expressing strong anger that s/he didn't know how to manage. Instead of presenting three possible options for how the puppet might productively channel his/her anger, we wanted to see if the children could brainstorm possible ways of acting into the situation, decide on the three ideas they liked the best, and then discuss what they liked and didn't like about the three options. We wanted to see to what extent the children could imagine a variety of options and then identify three that they liked, along with pros and cons of each possible option.

In collating the various top three options for each of the grade-levels, I was struck by options that involved solitary actions and options involving other people. I will summarize my findings based on these categories.

The kindergarten students thought the best way to handle strong emotions such as anger is to calm down, primarily by taking deep breaths (9 small group responses). They thought that doing so would help them feel better (5 small groups). One small group said "you have to be calm if you want to feel good." I was surprised that so many of the kindergartners talked about calming down by breathing, so I asked the teachers if they are teaching conscious breathing to help their students calm down. All of the teachers said they had used the CosmoKidz consciousness breathing card. One teacher had told me in February, "...it (conscious breathing card) helps the students (and ME!) sort of let other thoughts or worries float away so we can focus on what we need to focus on. This is one of my favorite cards, and I use it a lot. It works! I find it helps them communicate better too, which of course is the goal." It appears as if these children are making the connection between the conscious breathing discussions and exercises they have done, and managing strong emotions such as anger. The next two most agreed upon options were playing with toys (either alone or with someone—4 small groups) and talking it out with someone (4 small groups).

The number one choice for the first- and second-graders involved actions with others. Both grades wanted to talk about the situation that was causing the anger. Eight first-grade small groups liked talking about it because it will help you feel better (4 groups) or someone can help fix the problem (2 groups). The second favorite option for the first-graders was playing (6 small group responses) while the third most cited option was calming yourself down (4 small group responses). Fourteen of the second-grade groups liked talking with someone as their first option for the same reasons the first-graders provided; six small groups thought a teacher could help fix the problem and 3 groups thought it would help them feel better. Three groups also thought other people can help you think of good ideas to solve the problem and help you calm down. The second favorite option for the second-graders was calming themselves down through deep breaths and relaxing (7 small group responses).

I am struck by the similarities of options across the grade-levels. All of these options include the kinds of CosmoKidz conversations and activities the students have had throughout the school year. Appendix B contains the results of the third deliberation.

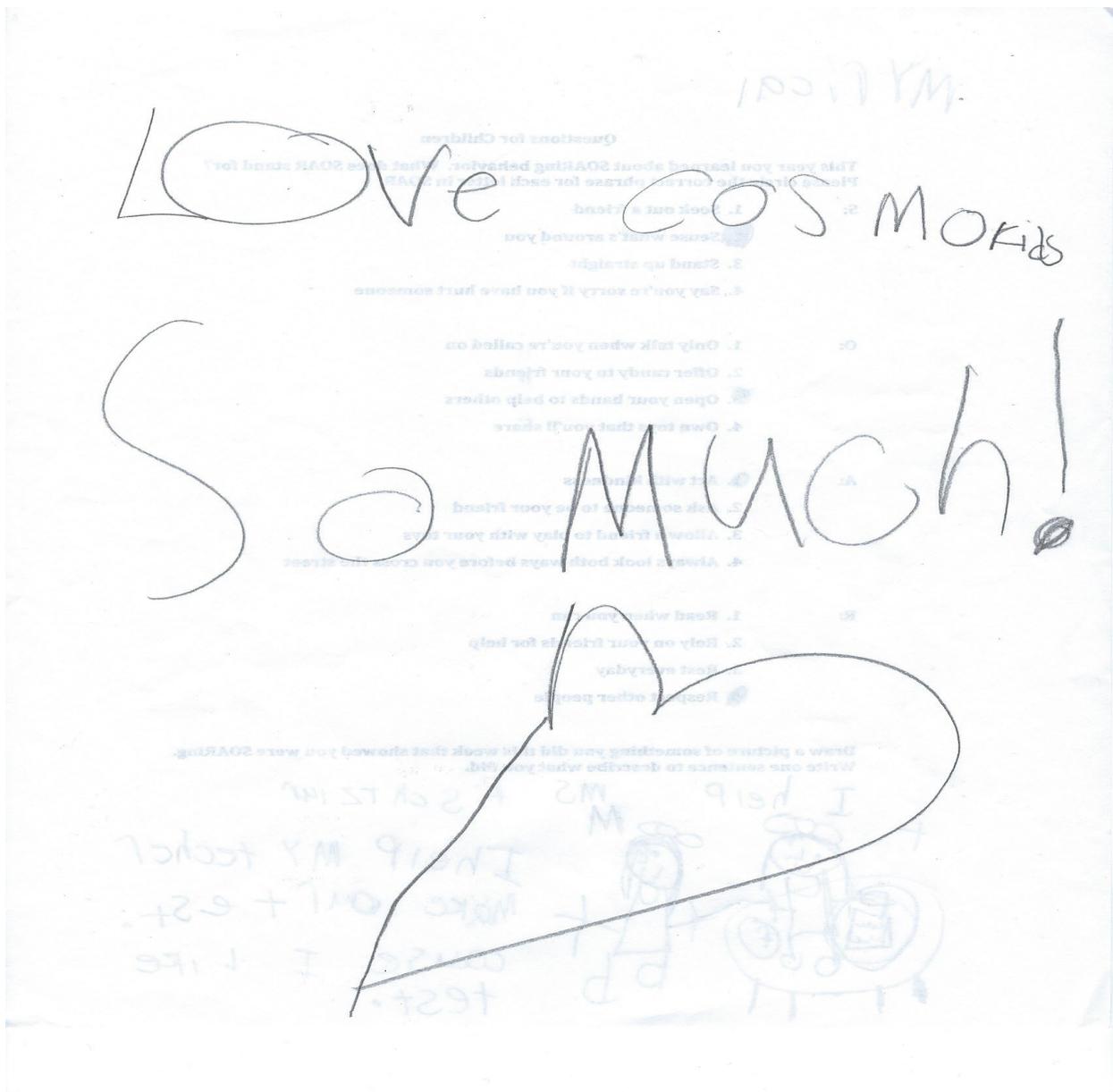
Although all grade-levels were able to discuss the deliberation topics, there is a definite difference between the ability to concentrate, the type of responses given, and the ability to do perspective taking. The kindergarten students have a difficult time focusing and most students are only able to give a superficial response. For example, if a college student asks a student to elaborate or indicate why he or she likes or doesn't like an option, most kindergarten students aren't able to provide additional information that informs their idea. The first-graders are able to do this better than the kindergarten students, but many of them are still unable to provide a deeper reason for why they prefer one choice more than another. There is a clear cognitive jump with the second-grade students. They are able to concentrate for longer periods of time, and they are showing an ability to imagine why someone might act in a particular way. This makes the deliberations richer and more nuanced for this age group. Having said that, each of these deliberations have been successful in that students in all grades have been able to discuss pros and cons of different options and, in the case of the last deliberation, come up with tenable options on their own.

One of my last questions to the teachers was their perspective on whether their students could have done these deliberations without having the kinds of conversations they have had using CosmoKidz. There wasn't one teacher who thought her students could have done these deliberations without the communication skills they had been learning. It does appear as if the conversations children are having about their social worlds provides a scaffolding to talk about the social worlds that the modified deliberations invites them into.

This leads me to address the question of what this year's research is teaching us. Below are bulleted points that summarize what I am taking from the data I have collected from teachers, parents, and the students themselves:

- Students are learning how to communicate, how to work together, and how to talk productively about the issues and challenges that they experience;
- They are showing empathy and compassion for others;
- The above skills are carrying over into other contexts—parents are noticing a difference in their child and children are displaying these skills on the playground;
- The above skills are providing the scaffolding for becoming socially and morally responsible citizens—there is a connection between these life skills and citizenship skills;
- These skills take time to develop and need to be continually nurtured;
- It is very difficult to nurture these skills in an environment of classroom disruption and violence;
- The more students practice these skills, the better they get at using them and applying them in other contexts (and not just talking about them);
- Teachers need to buy into these conversations and believe they make a difference—the biggest challenge teachers face is finding time within their already over-crowded days for these conversations;

- The teachers who have learned how to braid conversations about the children’s social worlds throughout the day are the most successful;
- This requires a shift on the part of teachers to think more holistically about “teachable moments” rather than discreet 10-minute conversations per day;
- These skills also make it easier for very young students to learn how to deliberate—as their communication improves so do their deliberation skills;
- Administrators need to support their teachers in having these conversations and periodic deliberations—teachers must be supported with blocks of time by their Principal; and,
- Last, but definitely not least, students seem to really like having conversations about their social worlds. A first-grade student drew this on the back of his/her SOAR test:



APPENDIX A
Woodland Park School
Second Modified Deliberation
January 10-11, 2019

The teachers chose the scenario of a child being bullied. They wanted to include two choices that involved the child's agency in helping to rectify the situation and one choice that would involve a teacher or adult intervening. College students acted out the scenarios with puppets. The scenario was the following: A child (puppet) is making fun of a "sad girl" (another puppet showing her sad face and tears) because she is wearing ugly shoes that are not in style. The bully is gathering peers to point fingers, poke fun, and deliberately exclude the sad girl from their group. The bully is saying things like, "let's all ignore her and don't let her play with us. Let's chant, ugly shoes, ugly shoes." Another puppet is watching all of this and doesn't like what s/he is seeing. What can this puppet do to help make this situation better. The Three Choices are: Choice #1: Befriend the bully to help the bully become nice to people; Choice #2: Ask an adult for help; and, Choice #3: Talk it out with the bully. Among other things, we were interested in knowing if the children are distinguishing between befriending the child who is acting mean and talking it out with the child and, if so, what are the distinctions. An asterisk (*) is placed next to the choice that a small group liked the best. Not all groups could decide on their favorite option.

Kindergarten Classes

Class #1

16 students: 8 boys and 8 girls

Option #1: Befriend the Bully *

What I like:

- To be nice
- Show bully how to be a friend
- I'll be the bully's friend because I am a bully too
- I can teach them how to be nice
- Show them how to be good
- Maybe if I say my ABCs with them they will probably be nice
- It's better to be good and not a bully and not be mean to others
- They will listen and we will be friends
- I will just tell them it's best to be friends and work as a team

What I don't like:

- Bully is mean
- Bully will tease and name call
- Bully with play rough
- That's being mean

- I want a good friend and not a bad one
- I would look for more friends
- I would tell on them
- Because you aren't supposed to be mean and bully others
- I only like nice friends and not bullies

Option #2: Ask an adult for help

What I like:

- Teacher will say sorry
- Teacher will fix the problem
- Teacher will have bully move to yellow/red card
- So the bully would be nice and be my friend again
- Because they are being mean to me
- Because the bully made me sad
- The teacher will take their name card
- They might keep bullying me
- My teacher will turn her theme card for being a bully
- They will make sure they get in time-out for bullying me
- The Principal will write them up

What I don't like:

- Won't tell because bully will be mean
- The bully will tease and call me a tattler
- Both will get in trouble and get recess taken away
- Because now the bully is being nice
- He might tell the teacher he didn't do it and she won't believe him
- I will get in trouble for being a tattler
- They will try to bully me back for telling

Option #3: Talk it out with the Bully *

What I like:

- Tell Bully we cannot be rude
- The bully will not bully
- Tell bully how to treat me
- Tell bully don't mess with glasses
- I'll let him know it's not being a CosmoKid
- I will tell them to be nice
- So they won't bully anyone else
- We will be friends again
- I will tell them to be nice and kind next time and they wouldn't be a bully
- I would tell him something even though he wouldn't like it because we should talk
- We can make jokes and make them laugh and not want to bully

What I don't like:

- Bully will bully me
- I don't want to be friends even if they say sorry
- The bully will push me
- I would rather tell the teacher because they would make me cry
- I don't want to be your friend anymore
- The bully will continue to be mean
- Because I don't like bullies
- Because they wouldn't want to listen

Class #2

13 Students: 7 boys and 6 girls

Option #1: Befriend the Bully *

What I like:

- I can be friends with the bully so they can be nice
- Once friends, they will stop bullying
- I can tell them it's not ok to be a bully
- I would ask them to say sorry
- If they say they will never do it again
- If they are kind
- I would want them to be nice like me so we can be friends
- If they hang around me more they will start to like me and not bully anymore

What I don't like:

- No, the bully is mean
- The bully will be mean to me
- Friends are not to kick or push each other
- Friends don't scream and call names
- Because it's not nice to bully
- Because I will be sad and mad
- I feel like he will always bully
- Because bullies don't know how to share

Option #2: Ask an adult for help

What I like:

- The adult will get them to stop
- The teacher will split the students that are bullying from each other
- Tell adult my feelings are being hurt
- I trust my parents will fix it
- The bully will be nice now

- They would stop bullying
- It will get the bully in trouble
- I will get help
- I'll just tell them it's not good to bully
- She will fix the situation/problem
- The adult will say how about ya'll work it out and you will be friends
- He will tell us how we're supposed to treat others

What I don't like:

- The bully may call me a tattler
- The bully will bully more
- I won't tell on the bully at all
- I think we should work it out instead of asking someone else
- I might get beat up or in trouble

Option #3: Talk it out with the Bully *

What I like:

- I can tell the bully to please stop and tell them how I feel
- I will tell the bully not to do it anymore
- I will be excited to come to school after we talk it out
- If I talk it out, we'll be friends
- You can tell them it's not nice to bully
- We will be friends again after talking it out
- I'll be happy
- It's the right thing to do and not to be mean

What I don't like:

- Bully may be rude
- Bully may bully me
- Bully will call me names
- I'll just talk it out with the teacher
- Because I don't like them
- Maybe I wouldn't like it because they are being mean to me
- They will still do it and bully me and not want to play
- They need to know that it's not how you treat people that way, so we shouldn't talk

Class #3

17 Students: 10 boys and 7 girls

Option #1: Befriend the Bully

What I like:

- It's the nice thing to do
- Sharing with the bully will make him nice
- Ask the bully to share because we are friends
- Ask the bully if we can play together
- We can hold hands
- Because they said they are sorry
- They didn't mean to do it
- I would play with them
- I would be their friend if they say sorry
- I will tell them it's better to be nice and friends
- Because he will be lonely and need someone to play with on the playground

What I don't like:

- A bully is mean
- The bully may punch me
- The bully is not a good person
- They might make me a bully too
- The bully might steal things
- They are mean to me
- I'll feel sad
- I'll punch them back
- I'll feel mad
- The bully is mean
- The bully may make fun of me
- We will get in trouble
- I wouldn't like it that he bullied me
- It made me feel sad that he hit me so we shouldn't be friends
- If he wants to bully that means he doesn't want to be my friend so I don't want to be his friend either

Option #2: Ask an adult for help **

What I like:

- If someone hits me, I will tell
- Bad people need to get in trouble
- The teacher will tell the parents
- The teacher will punish the bully
- Because they were being mean to me
- If I don't tell, they will keep doing it
- I won't let them keep treating me bad
- I'll just play with them
- Because my mom said to tell the teacher
- It's not right

- The bully would get in trouble by their parent
- The adult will make the bully say sorry
- The bully will be nice now
- I have to tell
- Because I know my momma wouldn't let nobody bully me and she will tell their parents
- She will write them up
- She will make us talk about why he's bullying

What I don't like:

- No, I would defend myself
- The bully would be upset
- The bully will call me names
- Bullies throw people's books on the floor
- I'll just hit them
- Because they said they were sorry
- The bully will not tell the truth
- The bully will hit me to stop from telling
- They would get in trouble and be mad at me
- The bully might say they didn't do it and then the teacher wouldn't believe me

Option #3: Talk it out with the Bully

What I like:

- I would tell the bully not to bully my friends
- Tell the bully he/she made me cry
- Tell the bully something bad will happen to him/her
- I would tell them if they keep bullying me I won't be their friend
- Because they said they were sorry
- Will talk it out so they can be friends
- Will use nice words
- I can tell them they are being mean
- So we can be friends
- Then they will know to share the next time after we talk
- I will tell them you shouldn't bully and after that they will be nice to me

What I don't like:

- He might hit me
- The bully will hurt me
- The bully will make me cry
- They are being mean to me
- I don't want to talk it out; I'll punch them
- The bully will hit me
- I would have to fight the bully if they do not stop

- Because he might just try and push me
- They might ignore me and still be mean to me

First-Grade Classes

Class #1

15 Students: 10 boys and 5 girls

Option #1: Befriend the Bully

What I like:

- I will talk it out so we will remain friends
- I'll tell them to be nice
- I would get them to stop being mean
- I would tell them how to be nice
- I will tell the bully to be good and to not get suspended
- It will make them be nice
- So I can talk to her and tell her to stop bullying people and she will stop
- I will share toys with them so they can know how you are supposed to act

What I don't like:

- I will tell the teacher
- I will not be their friend because they'll still bully me
- I'll find someone else to play with
- Every time I try to be the nice, the bully will still be mean and rude
- The bully is mean
- The bully could blame things on me and I could get in trouble instead
- Both people would be mean
- The bully will try to make me bad too
- Because they push me and I will not want to be friends
- Because bullies are mean people
- They will always act ugly
- They wouldn't play with me

Option #2: Ask an adult for help

What I like:

- I will tell the teacher because she will make it better
- They'll get suspended
- They made me cry
- Tell the teacher so she can call the bully's parents
- If the teacher forgets, tell my parents
- The bully will go to pact after I tell

- Yes, because the bully is mean and rude
- She will fuss at them or call their parents
- She will punish them
- The bus driver will put him off the bus for bullying

What I don't like:

- The bully might not stop
- Because the bully stopped and we became friends again
- The teacher might not do anything about it
- Because they said they were sorry
- The bully might hurt me after I tell
- The bully will take my snacks if I tell
- The bully might come to my house
- The bully might steal my toys
- No, because the bully is my friend sometimes
- They will continue to bully me forever if I tell. They also might fight me for something
- I might be able to handle it myself

Option #3: Talk it out with the Bully

What I like:

- Because the bully will be nice the whole day
- They'll be my friend again
- I'll get to play with them and share my toys
- They might say sorry and then we can be friends
- Talk out the problem
- Tell the bully to stop being mean or he or she won't have friends
- If the bully says sorry then I can be his/her friend
- I can make them be nice
- It will make them happy and we will be friends again
- Talking it out makes it better (because one time my bully we talked about it and when I fell one day he helped me up, so talking works)

What I don't like:

- I don't want to be their friend again
- They might still bully me
- I will walk away and find someone else
- He might not want to be my friend
- Let the bully get in trouble
- Sometimes the bully doesn't tell the truth
- The bully isn't going to like me
- The bully is mean
- The bully can change their mind about being nice

- Maybe they will be rude
- They might try to distract me from talking to them
- They will ignore you

Class #2

12 Students: 8 boys and 4 girls

Option #1: Befriend the Bully *

What I like:

- Bully won't be mean to me
- We can be friends
- If the bully will be nice we can be friends
- Bully need to say sorry
- They might change their mind and give me my things
- They might say sorry and never do it again
- I can share with them
- They'll stop being mean and start being nice
- To show them how to be nice
- Help others is the best thing to do so we can be friends
- To show them how to stop teasing people and calling someone names

What I don't like:

- The bully is being mean to others
- Take my things
- Friends do not hit each other
- Bully is evil
- Both will be bullying
- They say mean things
- They are taking my things and being mean
- Because they take other people's stuff and you shouldn't do that
- My feelings will still be hurt
- Because they bully the whole class too much

Option #2: Ask an adult for help

What I like:

- Teacher would write the bully up
- Student would tell parent to have a talk with the teacher
- The teacher will tell the student to stop
- The teacher would give a referral
- They can put the bully in time-out
- They will tell the bully to give my things back
- They will hit me

- They'll get in trouble
- The teacher will call the bully's mom
- She will help with the situation
- The grown-up will just tell me to stay away from him

What I don't like:

- The bully may punch me for telling
- I'll talk it out with them so I can get my things back
- They maybe will blame you
- The adult may not want to talk right now so I wouldn't want to ask and bother them
- Because I know the bully will still be mean to me even if I asked for help

Option #3: Talk it out with the Bully

What I like:

- Tell bully he is mean
- Yes, we can be friends after the talk
- The bullying will stop
- I will talk to him so I can get my stuff back
- I'll talk it out so he can say he's sorry
- Tell the bully it's not cool and give me back my stuff
- I would help them change
- The bully will be nice if we talk
- We will be friends again
- You should always want to talk when bullies mess with you

What I don't like:

- Bully will fuss at me
- The bully will still be mean
- The bully might push me
- I feel scared
- The bully wouldn't want to hear me out
- The bully might keep my things and not give it back
- I would be nervous
- I might fight them back
- They'll hit me
- I won't be nice
- They might still call me names
- He maybe will still be mean after we talk
- Sometimes you're scared
- He will say he don't want to talk about it and loves to bully

Class #3

14 students: 7 boys and 7 girls

Option #1: Befriend the Bully **

What I like:

- Because I'm a nice person and I'll show them how to be respectful
- I will tell them friends are best instead of hurting each other
- I want them to stop bullying me so if we were best friends they wouldn't want to bully me
- They were my friend
- Because the bully was hurting and that's why he hurt me
- I will tell them they have to be nice
- I will ask them, why are you mad?
- I'll tell them to stop
- I don't want them to get in trouble
- The bully will say sorry
- The bully will be nice
- Have to be friendly to them
- The bully needs friends
- The bully might want to play
- The bully will stop being mean once we are friends
- The bully has nobody to talk to

What I don't like:

- Because they are mean and they hurt other people's heart
- Because they shouldn't have taken my stuff away from me
- They don't know how to be respectful
- Because they are mean
- Because they don't want to share
- It makes me feel sad
- The bully is mean
- The bully will take things away from me
- Friends don't hit each other
- No, because bullies are mean
- No, I might turn into a bully
- The bully still might be mean to my friend
- Bullies take my toys

Option #2: Ask an adult for help

What I like:

- So the bully will get in trouble and not me
- She will tell them to stop being mean
- They will make it stop

- They'll get in trouble
- They'll get on red
- They might hurt me bad
- The adult will tell them to stop
- The teacher would call the bully's parents
- And adult will help them say "stop"
- So my friend won't get in trouble for defending me
- The bully was being mean
- The teacher will punish the bully
- The teacher can call home on the bully
- Yes, because the bully made me sad and mad

What I don't like:

- I think I can handle it myself and the bully wouldn't be mad at me
- Maybe I'm scared to tell
- Maybe I will get in trouble for being a tattletale
- I would push them off of me
- I'll just talk it out
- If I tell a grown-up, they wouldn't want to play with my anymore
- The bully will still hurt them
- Adult may think they are not telling the truth
- The bully would say "that's not true"
- The bully would say "tattletale"
- No, because people will call me a tattletale
- The bully will hit me
- I will have to hide from the bully
- I would tell the bully s/he needs to be nice

Option #3: Talk it out with the Bully *

What I like:

- If we talk they would stop being mean and stop bullying my friend
- It hurts people's feelings and you shouldn't do that anymore
- I will tell them I was trying to be your friend so why did you treat me that way
- Because I don't want to get in trouble
- When I talk it out with them, maybe they will be nice
- Because I don't like bullies and maybe they will stop
- Would tell bully to stop hurting others
- Would stop bullying
- Would forgive the bully
- Talking it out would say sorry and use nice words
- Will feel good to talk to the bully
- We will be friends

- Tell the bully to stop being mean
- Tell the bully to say sorry so we can be friends
- Ask the bully to stop being a bully to others

What I don't like:

- They wouldn't want to talk
- They really hurt my feelings and I don't want to listen to them apologize like always
- Because they will continue to be mean
- I'm just going to tell the teacher
- They are mean
- They can keep bullying me
- Bully may not stop
- Bully will not be nice
- The bully doesn't deserve friends
- The bully wouldn't want to talk
- The bully will pull my hair out
- The bully will still hurt my feelings

Second-Grade

Class #1

19 Students: 9 boys and 10 girls

Option #1: Befriend the Bully **

What I like:

- Don't be afraid of the bully, he/she might be nice to me
- Show the bully how to treat people
- I will try because maybe the bully was raised that way
- I would be the bully's friend if he or she said sorry
- The bully might want friends
- He might not have friends; that's why he is bullying
- He might tell me to bully others
- I would talk to them and tell them if I was your friend, you have to change
- Because I would want to be nice to them and show them how to treat a friend
- I wouldn't want to get in trouble so I'll just be friends to the bully
- Be friends with the bully because he might not have any friends
- Maybe the bully is having a bad day
- Ask the bully to be nice—we can play together

What I don't like:

- No, bullies are mean

- The bully might bully me like he/she does to other people
- Defend myself
- Bullies call names
- Just walk away
- I wouldn't be the bully's friend because I hate bullies
- The bully would try to hurt me on the playground
- The bully might make me feel sad
- Because they are saying mean things
- It would make me want to hit them back
- It makes me scared
- Because he would always want to fight
- They were being mean and taking my stuff and treating people wrong
- They wouldn't be able to be mean to me again
- The bully is being mean to people
- The bully is name calling
- I do not want to be friends with a bully because they hit
- The bully is mean
- Both students will be bad together

Option #2: Ask an adult for help *

What I like:

- Tell the teacher so the bully won't hit me
- Only tell an adult if the bully injures me; if the teacher isn't around tell someone else
- I would tell the teacher because I wouldn't want to hit the bully more than he hit me
- I will tell the teacher if I see someone getting bullied
- I would ask the grown-up to move me from the bully
- I will tell so they can get wrote up
- I would get away from them
- They will punish them for bullying me
- He or she will deal with it
- They will kick them out of school
- They will give them a code (a number if you are being bad) or a refill (write-up)
- Ask an adult so the bully with stop
- Adult will fix the problem
- The adult will make the bully be friends

What I don't like:

- I will defend myself
- The bully will be more mean if I tell
- They might keep bullying me
- He would run after me
- I'll ask my brother to help me

- The teacher might not believe me
- The teacher don't like tattle-tales
- The bully will try to fight me for telling
- She will tell me don't tell, wait till you get back to the class, and then maybe I will get in trouble
- I like to figure it out by myself
- The bully may keep bullying
- The bully will bully more
- The adult may not do much about the bullying
- The bully will call you a tattle-tale

Option #3: Talk it out with the Bully **

What I like:

- I am brave enough to tell the bully that he/she is hurting my feelings
- Tell the bully he won't have any friends
- Tell the bully he keeps getting in trouble
- Ask the bully to be nice to people so he won't be lonely
- Tell the bully he would not want to be bullied so he/she should stop
- Talk it out so he won't hurt others
- I'll tell them I have a big brother
- He might change and become nice
- I'll tell him I'm going to get my big sister
- So they will stop bullying and being mean
- I can calm them down and they wouldn't want to be a bully
- So they won't get in trouble
- Tell the bully how bullying makes you feel
- I would say, please be nice
- Talk to the bully and then tell the teacher
- I won't tell the teacher

What I don't like:

- I want the bully to get in trouble
- I wouldn't want to get her for trying to talk
- The bully might still be mean after we talk
- The bully doesn't respect me
- He would be mean to me and might not stop
- If I try to talk it out, he might tell me to get out of his face
- He might keep picking on me
- Because one time I did that and he knocked me clean out
- They might talk back to me
- I might get bullied again
- He feels scary

- The bully may still be mean
- I would have to tell the teacher if talking doesn't work

Class #2

14 Students: 8 boys and 6 girls

Option #1: Befriend the Bully **

What I like:

- Because I will tell the bully that's not the right thing to do
- I would tell the bully that that hurt other people's feelings and they should be friendly
- Because they might not have a lot of friends because they are a bully
- They didn't really mean to bully me
- If the bully would stop bullying me and start being nice
- I would teach them to be nice
- The bully would not bully me anymore
- Yes because the bully isn't a bully to me even though she bullies other people
- Yes, because the person would stop being mean
- Yes because friends tell friends when they are wrong

What I don't like:

- Because they make me cry
- Because they are hurting other people's feelings—it's not the right thing to do
- They will try to bully me
- The bully will do something bad to me
- He might make me a follower
- The bully would make me feel bad
- I'll just stay with my other friends
- They were being mean
- They may bully me
- The bully is not nice
- I wouldn't want to have a bully for a friend
- Bullies laugh at people so I wouldn't want to be friends
- I wouldn't want to be friends because real friends aren't mean
- No because it could make a good person become a bully too

Option #2: Ask an adult for help

What I like:

- The grown-up will solve the problem
- They will help you so nothing will go bad
- They probably would hurt me
- So they won't bully me for the rest of the day

- The bully might beat me up
- The bully is doing bad things
- The bully might get me in trouble too
- If I tell on the bully, he might stop bullying
- I would tell the Principal
- I would tell the teacher so the bully can stop
- I would tell my parents
- Yes because the teacher can stop a bully
- Yes because the teacher will send the bully to Pact
- The bully will get sent home
- The teacher will make them apologize
- The teacher will know to watch them and make them stop every time

What I don't like:

- The bully might get in trouble and might hurt their feelings
- I might want to solve it myself
- I would rather annoy the bully than telling on him
- I can't stick up for myself
- The bully will mess with other people
- I don't want the bully to know I went to the teacher
- Just ignore them
- I would smack the bully
- The bully would bully more
- I am not a snitch
- No, because you should defend yourself
- The bully will still get upset and still be a bully
- No because my dad would tell me to be a bully back

Option #3: Talk it out with the Bully

What I like:

- They can stop bullying and become my friends
- I would talk it out so they won't get in trouble
- The bully might listen to me
- The bully might change
- The bully might start being nice and we can become friends
- I would tell the bully he/she is hurting others and making them feel bad
- The would tell the bully to stop bullying
- Talk it out with the bully
- I can stand up for myself and others
- Yes because the bully will know to stop and be nice
- Yes and tell the bully you don't make friends being mean
- The bully might not know they are being a bully

- Other people don't like bullies

What I don't like:

- I will tell them they need to change
- I'll just talk to other friends
- The bully might be mean
- The bully will try to bully me as I'm talking it out with them
- They might try to hurt me really bad
- The bully may bully me instead
- I would rather tell the teacher
- No because I don't mind a bully
- I would let the bully get in trouble
- The bully just wants attention
- The bully might have friends beat me up or call me names

Class #3

18 Students: 11 boy and 7 girls

Option #1: Befriend the Bully **

What I like:

- The bully will be a friend
- Can talk to the bully on how to be nice
- Can show the bully how to treat others
- If the bully starts being nice
- Maybe if you gave the bully something, he might change
- I can tell him to stop
- I can talk it out with them
- I would be his friend because he changed a lot
- I would be his friend because he might not have a friend
- I just want to be friends because it's the nice thing to do
- I'll be their friend cause no one else would want to play with them because they are a bully

What I don't like:

- Bully hit me
- Bully will do something else to me
- The bully may do the same
- Could get hurt by bully
- Cannot be friends with a bully
- The bully might still bully me
- He might take my things
- He keeps hitting me

- He is being mean everyday
- They are mean and hurt other's feelings
- Because I don't like to be interrupted while I am trying to get good grades
- Because you shouldn't say and do bad things to people

Option #2: Ask an adult for help *

What I like:

- Tell teacher so she can be aware
- Tell teacher so she can handle it
- Take away recess
- Adult will tell bully to stop
- Because he might keep hurting me
- Tell the teacher to call their parent
- So the teacher can stop it from happening again
- They will help me out and tell the bully not to bully me anymore
- He will write him up
- The teacher will tell them to go in the corner

What I don't like:

- I want to talk it out with the bully
- Maybe the bully will beat you up
- Adult may not do anything
- The bully may say I started it
- We both may get in trouble
- We can talk it out and figure out how he can stop
- Talk it out so we can become friends again
- Invite them to a party
- The bully will try to beat me up
- If you tell on them I know they will do it again (bully me)

Option #3: Talk it out with the Bully

What I like:

- The bully will want to be my friend
- The bully will stop bullying
- We can play together
- Please stop and the bully will stop
- Tell the bully he/she isn't being good
- They might be nice and stop
- The bully would stop taking my toys
- I could invite them to my house to talk it out
- Ask them are they hurting on the inside
- We can be friends

- Play together
- We will work it out if we talk it out. The behavior will change

What I don't like:

- The bully may beat me up
- The bully will keep bullying
- The bully may not like you talking it out
- The bully may act out in the classroom
- The bully might keep bullying me
- He might mock and pick on me
- They might hurt me
- They would tell my parents
- Because he's mean and likes to beat up people
- Because they will not change their behavior and will still bully
- Maybe if I talk with them they will probably try and tell on me as if I was the bully but I wasn't

APPENDIX B
Woodland Park School
Third Modified Deliberation
April 29-30, 2019

The third deliberation was set up differently than the previous two. The children were presented with the scenario of their classroom puppet being very frustrated about a situation and ultimately expressing strong anger that s/he didn't know how to manage. Instead of presenting three possible options for how the puppet might productively channel his/her anger, we wanted to see if the children could brainstorm possible ways of acting into the situation, decide on the three ideas they liked the best, and then discuss what they liked and didn't like about the three options. Consequently, the summary below will begin with the brainstorming ideas from the small groups from each class, followed by their top three choices and what they liked and didn't like about each option.⁴ We wanted to see to what extent the children could imagine a variety of options and then identify three that they liked, along with pros and cons of each possible option.

Kindergarten Classes

Class #1: 18 students: 11 boys and 7 girls

Group #1

Brainstorming Options

- Tell the teacher *
- Tell them that's not nice
- Tell the Principal
- Talk it out
- Talk it out with your mom
- Talk it out with a friend *
- Play with your friend at the playground
- Help somebody
- Take a deep breath and think of something good *

Choice #1: Tell the teacher

What I like:

- I don't want to hit anyone
- I don't want to be mean
- The teacher will help you

What I don't like:

- I'll find a friend to talk to

⁴ The top three choices in the brainstorming category will have an asterisk next to them

- I'll remain mad

Choice #2: Take a deep breath and think of something good

What I like:

- It will calm me down
- It will make me feel better
- I will be nice and relax
- I can make friends

What I don't like:

- I can talk to a friend

Choice #3: Talk about it with a friend

What I like:

- So they can help me with my anger
- It will calm me down

What I don't like:

- I'll find a friend who cares
- Share my toys with a friend
- I can tell my mom to talk to the teacher

Group #2

Brainstorming Options

- Tell the teacher
- Talk it out *
- Go play with my friends
- Make new friends
- Calm down *
- Play with someone else and with toys
- Think about happy things *

Choice #1: Talk it out

What I like:

- The anger will go away
- I will calm down
- Saying nice things to them will make them not angry anymore
- My mom will help me if we talk about it

What I don't like:

- Because I don't feel like talking
- I will get mad to talk about the problem
- It might hurt my feelings

Choice #2: Calm down

What I like:

- I will feel happy when I calm down
- I will have a smooth feeling
- It means I don't have to be angry. I can be nicer

What I don't like:

- I might be so mad
- I'm really sad/hurt
- The angry feelings won't let me calm down

Choice #3: Think about happy things

What I like:

- Because I love to dream and it will make me feel better
- It will help me to be nice
- I like being happy

What I don't like:

- Because I'm super mad, I wouldn't want to think
- I can't think about things right now

Group #3

Brainstorming Options

- Calm down and count to four *
- Sing a song
- She can go home *
- She can take deep breaths
- Stop before you get in trouble
- Play with your toys *
- You can share
- You can get in your bed

Choice #1: Calm down and count to four

What I like:

- You won't get in trouble
- You won't be upset and if you are you can count to 10
- You can play with your toys when you calm down

What I don't like:

- You can count and still be upset
- You can mess up and get mad
- You might not be able to count

Choice #2: She can go home

What I like:

- You can be happy
- Ride the bus and sing a song
- You can go home and draw a picture of your family
- You can go home and pray and it will make you happy

What I don't like:

- You can get a whooping
- You can make your mamma mad
- You can get madder

Choice #3: Play with toys

What I like:

- You can be happy
- You can pop fireworks
- You can get a colorful toy from McDonalds

What I don't like:

- The toy can break and then you can hit someone and you won't get any more toys
- You can get a black eye

Class #2: 14 students: 8 boys and 6 girls

Group #1

Brainstorming Options

- Calm down *
- Just breath
- Be nice
- Talk it out *
- Ask a friend to play with me
- I could be friendly
- Stop and think about it *
- Help people on the playground

Choice #1: Calm down

What I like:

- So I can think about why I'm angry
- I can talk about it
- It will make me feel happy

- I can just leave
- I can act with kindness
- I can breathe out

What I don't like:

- I will just hold my breath in

Choice #2: Talk it out

What I like:

- It can help me think about why I'm angry
- If I talk it out with someone I could calm down
- It makes me happy to talk it out
- If I talk it out, it will make me feel good and I won't be so angry
- It can help me become friends

What I don't like:

- Isabella (puppet) would be even more sad if Dickie Dog (other puppet) doesn't want to talk

Choice #3: Stop and think about it

What I like:

- If I go and play with a friend, I will be happy
- If someone hurts, you can help
- I just want to be nice
- It can help you breathe
- So I can calm down
- When I take a deep breath it helps me calm down

What I don't like:

- I'll just stay angry

Group #2

Brainstorming Options

- Take a deep breath *
- Be more friendly
- Being nice
- Be calm *
- Play with somebody (a friend) *

Choice #1: Take a deep breath

What I like:

- It makes me calm down
- It will make me feel good

- I will be happy
- So I can focus

What I don't like:

- It will make me sad
- I like to be bad
- Because I will still be angry
- Someone might make fun of me

Choice #2: Be calm

What I like:

- I will feel excited to be calm and not angry
- I will feel good
- It's better to be happy
- So I won't get upset
- You have to be calm if you want to feel good

What I don't like:

- I still might be mad
- I will feel hurt if I need to
- They may laugh at me
- I wouldn't like it

Choice #3: playing with someone (a friend)

What I like:

- My friend will help me to be happy instead of angry
- The friend will make sure I'm nice
- She will make me say sorry

What I don't like:

- Maybe you don't want to play with them
- The friend might be the one that made me angry
- They will make me even more angry

Group #3:

Brainstorming Options

- Go play with blocks *
- Stop crying so you can feel better
- Go play by yourself *
- You can tell the teacher so she can calm you down
- You can try to be nice
- Tell your mommy so she can help
- Act with kindness *

- Respect other people

Choice #1: Go play with blocks

What I like:

- You can play with blocks with your friends
- They can make you happy
- You can build something

What I don't like:

- They can fall on you
- Your friend can knock it down
- It can be boring

Choice #2: Play by yourself

What I like:

- You can get peace and quiet
- You can play with whatever toy you want
- You can build a castle and no one will knock it over

What I don't like:

- You'll get lonely
- You won't have any friends to play with and it will make you mad
- It can make you sad

Choice #3: Act with kindness

What I like:

- It makes you happy
- You make other friends
- Your teacher might give you a treat

What I don't like:

- You can be nice and someone can be mean to you
- Someone can laugh at you
- It can make you angry

Class #3: 17 students: 8 boys and 9 girls

Group #1

Brainstorming Options

- Take a deep breath *
- Make a good choice
- Just calm down and be good
- Talk to yourself and make a good decision

- Work it out with a teacher *
- Don't do it again
- Try being good
- Go away and think about it *

Choice #1: Take a deep breath

What I like:

- It calms you down
- I can say I'm sorry and not do it again
- I can make a good choice
- I can take a deep breath so I won't get more angry
- So I won't be mad

What I don't like:

- I just want to stay mad
- I don't like you

Choice #2: Work it out with the teacher

What I like:

- It's best to talk it out with the teacher
- I'll make good choices
- I'll be happy
- The teacher can help you work it out
- I'll follow the rules

What I don't like:

- She might be mad at you
- You don't want to move your clip
- She might not want to talk to me

Choice #3: Go away and think about it

What I like:

- I'll feel better
- I can take a deep breath and make a good decision
- I won't get in trouble
- I can do something positive

What I don't like:

- I'll just say sorry and I won't do it again
- Because I'm mad

Group #2

Brainstorming Options

- Take a deep breath

- Respect Daisy May (puppet) *
- She could share a toy
- She can calm herself down—take a deep breath or get a hug *
- She can play with Daisy May
- She can be kind
- She can kiss Daisy May
- She could play a game with Daisy May
- She can play with toys *
- Daisy May might play with Harriett (puppet)

Choice #1: Calm herself down—take a deep breath; give/get a hug

What I like:

- Because Harriett will stop poking Daisy May
- She would get a kiss
- She might share a book
- She can have fun at the zoo
- It will help Harriett be nicer to Daisy May

What I don't like:

- I don't like my sister poking me
- I don't like Daisy May being sad
- I don't like Daisy May giving kisses

Choice #2: Harriett can play with toys

What I like:

- Harriett might get a hug if she plays with toys
- Daisy May can share and they can play with animals at the zoo
- Harriett can play with a dog and then they can talk it out and be friends
- Harriett can paint with Daisy May—they can share bath paint

What I don't like:

- Maybe Harriett doesn't like toys
- Maybe Harriett isn't making good choices
- Harriett is making bad choices
- Maybe she doesn't like books
- Playing with toys won't help
- Harriett may take Daisy May's toys and they would be even more angry and both would be on red

Choice #3: Harriett can respect Daisy May

What I like:

- They can sing and dance to the SOAR song. She won't have her clip moved to red

- If Harriett respect Daisy May they can be friends and when they get big they will still be friends
- She might be nice and say sorry
- She can say sorry
- She can act with kindness. She will SOAR if she does that

What I don't like:

- I don't like them to be friends and then be mad
- I don't like Harriett moving her clip to yellow, orange or red

Group #3

Brainstorming Options

- You can take a deep breath
- I can calm myself down *
- Ask the teacher to show me how not to be angry
- I can sit down and talk to myself/talk about it *
- Change my attitude *

Choice #1: I can calm myself down

What I like:

- It will make me feel happy
- So I can move my clip back up
- Because I don't want to be mean or angry anymore
- Because I know my teacher will hug me if I do

What I don't like:

- Because maybe I'm still angry
- People keep being mean to me and won't leave me alone
- Because maybe I don't know how to

Choice #2: I can sit down and talk to myself/talk about it

What I like:

- So I will be nice
- Maybe I want to help myself to turn back on green
- So I can learn to be more friendly and not angry

What I don't like:

- I just don't want to or feel like it
- I will be angry to sit. I would want to stand up
- Maybe I will still be mad

Choice #3: Change my attitude

What I like:

- I feel good/better now
- Because it's a great choice and the right thing to do
- It will make me nicer to my friends
- It will make me take a deep breath and feel happy inside

What I don't like:

- Because I like having an attitude
- I'm still mad
- Maybe others wouldn't be nice if I do and they like the way I am already

Group #4

Brainstorming Options

- You can take a deep breath *
- You can act kind with your friends
- You can act better so your clip can move up
- You can go outside and have quiet time *
- Say sorry and make it better
- Sit on the floor to calm down *

Choice #1: Take deep breaths

What I like:

- You can calm down
- It helps you not be bad anymore
- It will make you happy

What I don't like:

- It can make you even madder
- It can make you sad
- You can get in trouble

Choice #2: You can go outside and have quiet time

What I like:

- You get peace and quiet
- You can go outside and have fun and you won't be angry anymore
- It can make you apologize

What I don't like:

- It can make you madder
- People can think I'm in trouble
- You can get bullied

Choice #3: Sit on the floor so you can calm down

What I like:

- Getting away from the person who made you mad

- You won't get in big trouble
- You won't have to move your clip and you can get up when you're ready to play

What I don't like:

- The floor is hard and cold
- I might fall asleep and bump my head
- You can make your teacher mad if she wants you to stand up
- It can make your body hurt
- The floor is dirty and it makes your knees hurt

First-Grade Classes

Class #1: 17 students: 12 boys and 5 girls

Group #1

Brainstorming Options

- Try to calm down
- Watch TV
- Go jump on the trampoline *
- Play with my toys
- Talk to your teacher *
- Rest on my bed *

Choice #1: Rest in my bed

What I Like:

- You can watch TV
- You can hug a stuffed animal so you can feel safe
- You can feel happy

What I don't like:

- You might feel uncomfortable
- You can fall out of bed
- You can get mad and throw a fit and hit your head

Choice #2: Talk to your teacher

What I like:

- She can tell you to calm down
- You can talk it out with your teacher
- She can help you and your friend play together without a problem

What I don't like:

- She can write you up

- You can get punished
- You can go home on yellow or red

Choice #3: Jump on the trampoline

What I like:

- It makes you happy
- It'll make you feel better
- It makes you have fun

What I don't like:

- You can hurt yourself
- You can get punished
- Your mamma can tell you to come inside

Group #2

Brainstorming Options

- Go on my back porch to play
- Play with someone (a friend) *
- Call a parent
- Calm my nerves/calm down *
- Just go to my favorite place *
- Think happy thoughts
- Take a nap so I can forget it

Choice #1: Play with a friend

What I like:

- A friend will be nice and make you happy
- Because they won't make me feel angry or lonely. We will just play
- My friend will help me forget about being angry

What I don't like:

- Because it will probably make me more angry
- They might think they are too good for me
- They might do something to me to make things worse and ignore me

Choice #2: Calm my nerves/Calm down

What I like:

- It's best to do that because if I don't calm down, I may hit somebody
- I will feel better
- I will feel like it kind of never happened

What I don't like:

- People might be teasing me
- I might not want to calm down

- Don't feel like it

Choice #3: Just go to my favorite place

What I like:

- It will calm me down
- It will help me feel better
- It will get the anger and madness out of my mind

What I don't like:

- I just don't feel like going there in the moment
- It will probably be boring
- Maybe there is stuff I don't want to explore
- It might not calm me down

Group #3

Brainstorming Options

- Students can befriend other students *
- Students can ask what happened *
- Students can talk it out with friends
- Students can take a time out *
- Students like to color when angry
- Teachers make students feel better when angry (makes them feel good)
- Play outside with friends

Choice #1: Students will befriend other students

What I like:

- Friends will make students feel better
- Students will be nice and happy again
- They will get to help other students with their anger

What I don't like:

- Student might be angry with others
- Student may not be nice

Choice #2: Ask student what is wrong

- It will make the student feel better
- It shows the teacher cares about the student
- The teacher can solve the problem
- The teacher can calm the student

What I don't like:

- Student may not want to talk
- It will annoy the student

Choice #3: The student can take a time out

What I like:

- It's not a punishment
- The student will need to take a breath
- The student can reflect on why they are mad
- The student can calm themselves down
- The student can do yoga

What I don't like:

- Sometimes it doesn't fix the problem
- The student wants to talk it out instead

Group #4

Brainstorming Options

- Tell a grown up how you feel
- Play with your friend *
- Nicely tell them to stop
- Talk to your friend *
- Tell your mom
- Tell your mom you had a bad day
- Do something fun to get your mind off of it *
- Tell your teacher to call your dad
- I'll sleep it off

Choice #1: Play with your friend

What I like:

- She won't think about being mad anymore
- I would talk with my friend
- I'll get my mind off of it

What I don't like:

- I would rather do something fun
- I would play with another friend
- Tell the teacher to call my mom so I can rest in bed

Choice #2: Talk with your friend

What I like:

- It will make me feel better
- I'll tell them how I really feel
- I'll get ice cream with my friend
- Get a new toy with my friend
- Get money from my friend

- I would love help from my friend

What I don't like:

- I would still be angry
- I'll just be sad
- I'll be mad

Choice #3: Do something to get your mind off of it

What I like:

- It will help me feel better
- I won't be mad
- It will be nice

What I don't like:

- Play with my friend
- I'll go to the park
- I'll go play on the monkey bars
- I'll play with my best friend

Class #2: 14 students: 9 boys and 5 girls

Group #1

Brainstorming Options

There are no notes of their brainstorm

Choice #1: Talk to a teacher

What I like:

- Student likes to talk to the teacher
- The teacher can fix the problem
- The student will be happy again
- The student is supposed to tell the teacher when he or she is upset
- The student says the teacher is the best

What I don't like:

- The student is angry and does not want to talk

Choice #2: Take a deep breath

What I like:

- The student will feel better
- The student will be calm
- The student will stop crying
- The student says it helps them

- The student can think better

What I don't like:

This was left blank

Choice #3: Watch TV

What I like:

- It will make the student feel better
- The student will fall asleep
- The student will forget about their anger
- Watching TV will help the student relax

What I don't like:

- Maybe the student will not be able to watch TV because they are too angry

Group #2

Brainstorming Options

- Talk it out with my friend *
- Watch a movie with a friend
- Calm down
- Count to 10 and breath *
- Listen to music *
- You can make stuff

Choice #1: Talk it out with a friend

What I like:

- My friend would apologize and say sorry so I wouldn't be angry anymore
- It will make me feel better to talk about it
- We will be friends again

What I don't like:

- I might be scared
- I might be sad or mad
- Because they will keep doing the same thing that made me angry
- I wouldn't want to be friends anymore

Choice #2: Count to 10 and breath

What I like:

- So I can calm down
- It will help me feel better
- I will feel good afterwards
- It will make me STOP thinking about the madness

What I don't like:

- Because I'm still angry
- I know if I count it will make me mad that I wasted my time counting
- I don't want to breath in and out

Choice #3: Listen to music

What I like:

- It will make me forget about the anger
- It will calm me
- I will start singing and dancing instead of being mad
- I love the feeling I get listening to music

What I don't like:

- I'm not in the mood
- I will still be angry/mad
- I just want to be sad and mad all day instead of hearing music
- I know I will still be frustrated

Group #3

Brainstorming Options

- She can apologize *
- Tell the teacher
- Talk it out
- Listen to music *
- Count
- Talk to your friend
- No calling names
- Make someone else happy
- Talk it out to find a solution
- Do things to help you forgot about it *

Choice #1: She can apologize

What I like:

- You can unbreak someone's heart
- It can make you happy!
- You can make friends
- You can make someone else feel good
- You can gain respect

What I don't like:

- You can still not have any friends
- They can still be mean

- They might tell the teacher
- You might feel left out if they don't apologize to you

Choice #2: Listen to music

- You can forget about your problems
- It can calm you down
- You can bounce and be happy and forget about why you were mad

What I don't like:

- If it's too loud, it can hurt your ears
- You can get a crook in your neck
- Your radio could break

Choice #3: Doing things to forget about your problems

What I like:

- You can apologize
- It can help you be happy so you can go play
- You can do something fun

What I don't like:

- You might forget about everything
- You can get in trouble and be sad
- You might not be able to forget

Group #4

Brainstorming Options

- Talk about it and say I'm sorry
- You can look up and count to forget about it
- Go outside and listen to music
- Play with another friend *
- Play with friends
- Watch a movie
- Stay away from them (people who make you angry)
- Stop it
- Go and sit somewhere else
- Listen to music
- Watch kid cartoons
- Tell the teacher
- Pick a tree
- Eat candy to get it off your mind *

Choice #1: Play with a friend

What I like:

- My friend would be nice to me
- I will forget about everything that happens
- They can help me play
- I won't be mean to my friend
- My friend can tell me to take a deep breath and calm down
- My friend can help me work it out

What I don't like:

- I would go to another friend who would stand up for me
- That friend is mean to others so they might be mean to me
- I would leave them alone

Choice #2: Eat candy to get it off of my mind

What I like:

- It makes me happy
- I can share it with my friend and they will like me
- Candy is good and sweet
- The sweetness gets to my brain and I don't feel angry anymore

What I don't like:

- I don't like candy
- Candy isn't good for you

Class #3: 12 students: 6 boys and 6 girls

Group #1

Brainstorming Options

- Talk it out *
- Talk nicely
- Breath and blow out
- Tell your mom
- Tell anyone that you know *
- Play a game *
- Play with my dolls
- Tell the teacher

Choice #1: Talk it out

What I like:

- It will make me feel better

What I don't like:

- I don't want to talk it out because I'm scared
- I would rather play games

- I take a deep breath
- Play and forget about it

Choice #2: Tell anyone that you know

What I like about it:

- So I won't be angry anymore
- I will feel better
- I won't get in trouble or punished

What I don't like:

- I'll play with my toys
- I'll just stay mad

Choice #3: Play a game

What I like:

- I love playing games
- It makes me happy
- I don't want to be mean
- It will help me be calm

What I don't like:

- I'd rather talk it out with someone
- I'll just read a book
- I'll watch TV
- I like playing outside

Group #2

Brainstorming Options

- Student can breath
- Talk it out with teacher/parent so they can fix the problem *
- Going to room will make student feel better
- Drink water to feel better *
- Student gives hugs to teacher to feel better *
- Student likes to be told they will be ok and will feel better

Choice #1: Talk it out

What I like:

- Student will feel better
- Talking it out will make student calm
- Student feels safe to talk it out
- Student will tell the teacher so they can fix the problem
- Talking it out may help student to calm down

What I don't like:

- The student will feel nervous
- Student wants to be left alone
- The student may not want to talk because they feel too angry

Choice #2: Drink water

What I like:

- It will make the student feel better
- Makes student's stomach feel better
- Water makes student calm down and cool down
- Water makes the student breath

What I don't like:

- Sometimes drinking water does not make me feel better
- The student would need to talk it out and not just drink water
- Drinking water does not make me happy

Choice #3: Get hugs from the teacher

What I like:

- Hugs make student feel better
- Student will feel safe
- Student will feel calm again
- Student will forget about anger
- The student will feel loved
- The teacher can fix the problem

What I don't like:

- Sometimes hugs do not make the student feel better
- The student may be angry

Group #3

Brainstorming Options

- Tell an adult
- Just ignore it
- You can ask them to stop *
- Forget about it and go play
- Go to sleep *
- Ask your mom if you can play a game on her phone *

Choice #1: Ask them to stop

What I like:

- They might stop
- We can be friends

- They can respect you

What I don't like:

- They can hit you
- They might not stop
- They can get you in trouble

Choice #2: Go to sleep

What I like:

- You'll be happy when you wake up
- You won't be tired
- I won't get in trouble

What I don't like:

- You can wake up angry
- You could have bad breath
- You could fall out of bed

Choice #3: Play a game on my mom's phone

What I like:

- You can forget about your problems
- You can play any game of the phone
- She can buy you your own phone

What I don't like:

- Your brain won't learn
- She might get mad
- She can tell you NO!!!

Group #4

Brainstorming Options

- Tell an adult or teacher or mom *
- Cool down/Cool off *
- Breathe and calm down
- Cheer myself up *
- Play with my baby doll to stop me from being angry
- Go home to play or watch my favorite movie

Choice #1: Tell an adult/teacher/mom

What I like:

- I'll explain to my mom and I know she will hug me
- My teacher will help me and it will make me feel better
- I'll be happy instead of mad

What I don't like:

- Because I can fix the situation myself
- Because it's my problem and not their problem
- I would be sad to talk to them

Choice #2: Cool down/Cool off

What I like:

- It makes you happy
- Drinking will make me feel better
- A time-out to breath is best

What I don't like:

- I wouldn't feel good
- Because they made me mad first

Choice #3: Cheer myself up

What I like:

- It will make me feel better/feel happy
- Because I would be able to play my video games because it's what I love to to
- Proud feeling
- Because I would know now that nothing can make me mad

What I don't like:

- It will only make me more angry
- Some people may laugh and be mean if they see me cheering myself on
- I don't know how to cheer myself up

Second-Grade Classes

Class #1: 17 students: 10 boys and 7 girls

Group #1

Brainstorming Options

- Tell the teacher so she can calm you down *
- Play your game
- Watch TV
- Go outside and play
- Go be by yourself
- Sit down and relax *
- Talk to yourself
- Forget about it *

Choice #1: Tell the teacher so she can calm you down

What I like:

- Talk to her and she'll take care of the problem and come up with a solution
- She can remove you from the problem
- You won't get in trouble

What I don't like:

- She can get in trouble
- You might not tell the whole story
- Kids could tease you

Choice #2: Sit down and relax

What I like:

- You can keep yourself out of trouble
- You're showing your teacher you can SOAR
- It will help you control your anger

What I don't like:

- You could fall out of the chair
- You can get bored
- People can think you're a trouble maker

Choice #3: Forget about it

What I like:

- You can keep from getting in more trouble
- You can be a bigger person
- You can forget the problem exists

What I don't like:

- You can get angry again if the problem is left unsolved
- You can start acting crazy
- You can still be angry

Group #2

Brainstorming Options

- Student can go to their room *
- Can go play or do something that will make me happy
- Try to forget about the anger
- Student can tell parent so they can fix the problem
- Student can watch TV to get your mind off the anger
- Take a deep breath to help calm down *
- Spend time with friends *

Choice #1: Student can go to their room

What I like:

- Student gets to be alone
- Student has time to reflect and control themselves
- Student will find something to do in the room
- Student can play games to get anger off their mind

What I don't like:

- There might not be anything to do in the room
- Student can still feel angry
- Student doesn't want to be inside when they are angry
- Staying in the room may feel like a punishment
- Student has no one to play with
- Student would rather be outside to cool off

Choice #2: Take a deep breath

What I like:

- It helps them to be calm
- Sometimes taking a deep breath works

What I don't like:

- Deep breaths don't work
- Sometimes it doesn't work
- Taking a deep breath doesn't work because teachers and parents are just trying to make them feel better
- Taking a deep breath doesn't make you any less angry
- The student will still be angry if the issue isn't talked about

Choice #3: Spend time with friends

What I like:

- Student will calm down faster
- Takes your mind off of the anger
- Student will get happy and not be mad
- Student can talk with their friends to help them feel better

What I don't like:

- It may not be a good time
- The other friends might get angry because the student is angry
- Student may not want to talk
- If student doesn't feel better, I will leave
- The friend may say the wrong thing and upset them more
- The student may hit their friend if they are still angry

Group #3

Brainstorming Options

- Take a deep breath (breath in and out) *
- Calm down
- Yell in a pillow to get your anger out *
- Take a nap
- Drink water or eat food to make you feel better
- Think of happy things *

Choice #1: Take a deep breath

What I like:

- It makes you feel better and helps calm you down
- So that my anger will go away
- It's best to breath all your madness out

What I don't like:

- It will make you feel like you're holding your breath for a long time and it's not a good feeling
- I think there are other choices that are better than this
- It might make me a little more mad

Choice #2: Yell into a pillow

What I like:

- It will make you forget about it and I can get all of my anger out
- It will make me feel happy
- It calms you down

What I don't like:

- My parents might get mad at me
- Sometimes it doesn't work
- You might lose your voice

Choice #3: Think of happy thoughts

What I like:

- It will make me happy inside and excited
- It will make what made you mad go away
- I will feel all warm inside

What I don't like:

- I know it will make me more mad
- Bad things will happen trying to think about happy things
- I would rather do something else
- It might give you a headache

Group #4

Brainstorming Options

- Count to 3
- Take 3 deep breaths
- Talk it out with the teacher *
- Punch a pillow *
- Put my head down
- Rest and sleep it off
- Talk it out with a friend
- Play with other people
- Words don't hurt
- Sing the CosmoKidz song *
- Scream
- Lay down

Choice #1: Talk it out with the teacher

What I like:

- The teacher can make it better
- She can let me go to the office and talk it out with someone
- She can help make me happy
- Tell me to put my head down
- She can tell me to read a good book
- She will tell me to talk it out with someone
- I'll talk to her and tell her she can take 5 minutes of my recess

What I don't like:

- I don't want to talk to the teacher because I'm too shy
- She might punish me
- She will write me up
- I can just calm down

Choice #2: Punch the pillow

What I like:

- If I punch the pillow I won't want to punch someone
- So that I won't be angry anymore

What I don't like:

- I'll call someone and talk it out with them instead
- I'll punch the couch instead
- I'll tell them to act with kindness

Choice #3: Sing the CosmoKidz song

What I like:

- It will help me calm down
- I will sing it with my family to make me feel better
- Because it makes other people feel better
- I can sing it with all of the CosmoKidz
- I'll sing it with my brother

What I don't like:

- It won't help me
- I'll just talk it out with my parents
- I'll play at the playground

Class #2: 17 students: 10 boys and 7 girls

Group #1

Brainstorming Options

- Take a deep breath
- Take a walk *
- Think of something positive
- Think of something he likes or likes to do
- Talk to the teacher to calm down *
- Talk to an adult
- Talk to his friends
- Walk away from the person he is angry with
- He could look away
- He could put his head on the table
- He could ask the teacher to go some place by himself *

Choice #1: Take a walk

What I like:

- It will help him calm down—it will help him think and focus
- It will help him think about why he is so mad
- It will help him take a deep breath because of the fresh air
- Taking a walk will give him exercise to blow off steam
- If you can walk with the teacher, you can talk with her about why you're mad

What I don't like:

- It might be too hot
- You might get tired
- It will make me mad if I have to walk in circles
- It might make me pass out because I have asthma
- If I can't have water it will make me more angry
- If I'm tired, I will need to sit down and take a break

Choice #2: Talk to the teacher

What I like:

- The teacher can tell you what to do to help
- The teacher can give you a positive treat if you can calm down
- It will help you calm down because the teacher can help you solve the problem
- If the teacher can tell you something good (saying something funny; talking about something Melvin likes; asking how he's feeling) you can calm down
- The teacher can help you think of good ideas to help calm down

What I don't like:

- If the teacher doesn't understand you can get more angry
- If the teacher tells you to calm down first, that can make you more angry
- If I act on my anger the student might do the same to me
- Maybe talking to the teacher won't help if there is a bully messing with me
- You might not want to calm down
- I would be scared because I don't want to teacher to call my mom

Choice #3: He could go someplace by himself

What I like:

- I can go to a bench and calm down
- Listening to nature will help calm me down
- It will help me think and calm down

What I don't like:

- Some people could be in danger if you're by yourself (kidnapped)
- It's lonely being by yourself

Group #2

Brainstorming Options

- Tell the teacher what's wrong *
- Walk away and calm down *
- Go ask the teacher what's wrong
- Go sit down *
- Go play games with your friends
- Tell the office you want to go home

Choice #1: Tell the teacher what's wrong

What I like:

- It helps you
- You won't get in trouble
- It makes you happy

What I don't like:

- You might get in trouble
- You could get put out
- The teacher might get upset

Choice #2: Walk away and calm down

What I like:

- You might get a treat for being the bigger person
- You'll have a better day
- You can ask your friends to make you laugh

What I don't like:

- You can get in trouble for walking out of class
- The bully might follow you
- It could be disrespectful

Choice #3: Go sit down

What I like:

- You can calm down
- You can sit by your friends and they can help you
- You can sit by the teacher so she can fix the problem

What I don't like:

- You'll be bored
- You can think about the problem and make it worse
- You can get in trouble because the teacher wants you to stand up

Group #3

Brainstorming Options

- Walk out of the classroom and calm myself down *
- You can sing your favorite song to relax *
- Take a deep breath
- Just learn to show respect
- Close my eyes and think happy thoughts *

Choice #1: Walk out of the classroom to calm myself

What I like:

- It will stop me from hurting someone
- So I can feel better
- So I won't get in trouble

What I don't like:

- It will probably make me feel angry and I wouldn't want to left out of the class. I want to stay
- I wouldn't want to miss what the teacher is saying
- I know my teacher wouldn't let me just walk out of the class

Choice #2: Sing your favorite song to relax

What I like:

- It makes me really happy
- It can make you relax and be calm
- It can make me focus and stop worrying about what happened

What I don't like:

- I don't like to sing so I wouldn't
- Because I don't know how to sing
- Singing will make me even more angry

Choice #3: Close my eyes and think happy thoughts

What I like:

- Because I love my happy thoughts and it's better than being angry
- I will feel proud
- It will make me think on how to be good

What I don't like:

- Because it's like the Peter Pan movie and thinking of that make me angry
- I don't like happy thoughts—it will make me even more angry
- Maybe scary thoughts will come to me

Group #4

Brainstorming Options

- Think of happy things
- Talk it out with the teacher *
- Respect people
- Say nice things
- Calm down *
- Try to make myself laugh
- Talk it out with a friend
- Play with a friend
- Help each other
- Think of happy things *

Choice #1: Talk it out with the teacher

What I like:

- She can help you solve the problem

- She might write me up
- She will tell me to follow the directions
- The teacher is nice and she will help calm me down
- I will listen to my teacher

What I don't like:

- I might not want to talk about it right now
- She might tell my mom and I would be grounded

Choice #2: Calm down

What I like:

- I can take a deep breath and think about it
- I'll draw a picture
- I will feel happy

What I don't like:

- I'll fight back
- I don't want to be calm
- I can't be calm because someone hurt me

Choice #3: Think of happy things

What I like:

- I can think of happy thoughts so I won't get in trouble
- I'll play with my friends
- It will make me laugh and forget about it

What I don't like:

- I wouldn't think of happy things
- It would just make me mad
- I'll be so mad I won't think of happy things

Class #3: 13 students: 7 boys and 6 girls

Group #1

Brainstorming Options

- Go to sleep
- Talk to a grown up
- Put your head down *
- Talk about your anger with your mom
- Talk about your anger with your teacher
- Play with Rainbow (puppet) to help her deal with anger
- Ask Rainbow what is wrong
- Tell Rainbow she will be ok *

- Tell teacher Rainbow is angry *

Choice #1: Put your head down

What I like:

- She will feel better
- She will not get in trouble
- She will not be angry anymore

What I don't like:

- She may still be angry
- She may want to talk to the teacher

Choice #2: Tell Rainbow she will be ok

What I like:

- Rainbow will not cry
- She will not be sad
- She will feel better
- She will want to play
- You'll be a friend by telling her she'll be ok

What I don't like:

- Rainbow will still be angry
- Rainbow will say NO! I'm not ok
- Rainbow may want me to leave her alone

Choice #3: Tell teacher Rainbow is angry

What I like:

- The teacher will make the student feel better
- The teacher will call home to tell the parent
- The teacher will make the student talk it out

What I don't like:

- Rainbow will be angry for the rest of the day
- The teacher may not understand
- The teacher may make the student cry even more
- The student may be crying and angry at the same time

Group #2

Brainstorming Options

- Rest your mind *
- Don't get angry at others
- You can talk it out with the teacher *
- Go play outside

- Go to sleep
- Talk to a friend *
- Play your video games
- chill

Choice #1: Rest your mind

What I like:

- When you rest your mind, you will get rid of your anger
- If I don't rest my mind I will get more angry

What I don't like:

- I don't want to rest my mind

Choice #2: Talk to the teacher

What I like:

- She can help me with my problem
- She can help me feel better
- It will be like talking to my mom
- It will help me not say mean things to others
- I don't want to the teacher to cry

What I don't like:

- She might not help me
- I'd like to keep it to myself
- You might get in trouble

Choice #3: Talk it out with a friend

What I like:

- It will make me feel better
- They will give me cookies
- It might feel like talking to a sister
- My friend will help me with my problem
- I won't have to hide my anger

What I don't like:

- My friend might not care
- They will just walk away
- They won't help me

Group #3

Brainstorming Options

- I will find a friend to help me out *
- Ask my teacher to help me calm down so I wouldn't be angry *

- An adult will help me and call my mom
- I can find something else to do so I wouldn't be so angry *

Choice #1: Find a friend to help me out

What I like:

- My best friend will help me calm down and tell me the right thing to do
- She will give me a hug and tell me don't worry and be angry. Just do your work
- My friend will distract me from being angry

What I don't like:

- They might turn on my back and tell the teacher I did something wrong
- Sometimes people will not help and make me get a referral and go home
- They will spoil it and try to tell the whole class and they would laugh and talk about me
- They might pretend and end up bullying me

Choice #2: Ask a teacher to help me calm down

What I like:

- She will solve the problem and tell me it's ok and will calm me down
- She might call the Principal and they will work it out with me
- We can talk during recess and I know she will tell me why not to be angry

What I don't like:

- She might suspend me or punish me
- She might say go sit down and holler at me
- She may ignore me

Choice #3: I could find something else to do so I won't be so angry

What I like:

- It will make a good option because I forgot about being angry
- So I wouldn't put my anger on someone else
- I will forget about it so I wouldn't get punished
- I can get help from my friend so we can play and won't be angry

What I don't like:

- I will just want to stay angry
- I might not get what I want so I wouldn't want to do something else
- People will probably laugh at me
- I might be too angry to want to do something else instead of solving the problem like I'm supposed to

Group #4

Brainstorming Options

- Go scream in a pillow *

- Breathe in and out
- Go to the park
- Squeeze a stress ball *
- Drink something cold
- Watch TV *
- Go get something sweet
- Talk it out

Choice #1: Scream into a pillow

What I like:

- It gets your mind off everything
- It will calm you down
- It will make you fall asleep and you'll forget it ever happened

What I don't like:

- Someone can think you're in trouble
- Someone can think you are crying
- You can wake someone up and make them mad

Choice #2: Squeeze a stress ball

What I like:

- It will make you feel happy
- You can squeeze it so you won't have to yell
- It can take your stress away

What I don't like:

- It can be for someone else and you can pop it and make them mad
- You can squeeze it so hard that you can hurt yourself
- It can fall out of your hand and you can slip on it

Choice #3: Watch TV

What I like:

- It can make you happy
- It can clear your mind
- It can make you fall asleep so you can forget

What I don't like:

- Your parents could already be watching TV and it could make you really mad
- It could rot your brain
- You could watch a movie and it could scare you