

Nourishing the Seeds of Citizenship and Democracy  
Through the Development of Relational and Deliberative Skills and Competencies

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*It was the best of times, it was the worst of times. It was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair.*  
*Charles Dickens, A Tale of Two Cities*

I write this report in unprecedented times. The world is in the grip of a global pandemic that has killed hundreds of thousands of people and crippled world economies; the United States leads the world in the number of cases and deaths. If this wasn't enough, nine days ago, a video captured the horrifying and inhumane murder of a black man by a white police officer. Mr. Floyd's death, and all that it represents about racial injustice, inequality, and police brutality, has led to daily protests by millions of people throughout the United States and abroad and nightly unrest and violence. It feels like the worst of times. That being said, it is in times like these that we are able to witness how well we are doing as citizens and as a democracy. Will this moment be a turning point in how people and their government work together to solve systemic injustices and inequality, among other things, or will this moment be another tragic situation in a string of tragedies that does not lead to meaningful change?

The Kettering Foundation's key question is, "what does it take to make democracy work as it should?"<sup>1</sup> David Matthews is exploring one answer to this question by expanding Abraham Lincoln's vision of "the government of, by, and for the people" by including the preposition "with" the people. According to Matthews, the concept *with the people*, "envisions a form of collaboration that would have institutions working *with* citizens, not just *for* them. Such a "*with* strategy" sees people as creators and producers rather than consumers or clients."<sup>2</sup> I would assert that this process of "working with" and "creating and collaborating together" require relational skills and abilities, for at the heart of working together is knowing *how* to do that. Let me provide a timely example of what this looks like in practice.

Flint, Michigan is a predominantly black community that has been ravaged by social and economic inequalities. When George Floyd was killed, citizens took to the streets in protest. A white police officer, Christopher Swanson, was leading his unit in providing a police presence during the protests. I watched a video of Swanson interacting *with* the protesters and an

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<sup>1</sup> <https://www.kettering.org> homepage

<sup>2</sup> Ibid. Italics is in the original text.

interview in which he described the event.<sup>3</sup> He told the protesters that he wanted to be “*with you all for real.*” Following this statement, he took off his helmet and laid down his protective gear and told the crowd he wanted to “make this a parade and not a protest” and asked the citizens what he could do next. A chant arose from the crowd, “*walk with us, walk with us, walk with us...*” Swanson replied, “let’s walk.” As he moved into the crowd, he was embraced by a black man and they walked arm and arm down the street. The interviewer asked Swanson why he did that. This was his reply:

“Our city is already under enough economic oppression (a water crisis and a pandemic) and it was just the right thing to do. As a veteran officer who knows the community, I saw acts of kindness with fist bumps, a small hug. I looked to my right and saw that, and I said, I’m taking my helmet off, we’re putting our batons down, and I’m walking into the crowd. When I did that, that act of vulnerability, it probably wasn’t the best tactical move by any means, it sends a message: I don’t agree with what happened. That’s not who we are. The second question, what do we need to do now, is to walk with us. That changed everything. Now they had a voice. They wanted someone to listen to them and that was the change agent.”<sup>4</sup>

This example of police and an angry, grieving community walking arm and arm together shortly after the brutal murder of a black man by a white police officer is a crucial first step in Flint, Michigan’s road of citizens and law enforcement working *with each other* to reform policing and police/community relations. It’s by no means the end of the story, but it’s a significant moment in a long, but necessary, process of reform and healing.

The interviewer asked the question, “why did you do that?” but I want to ask the questions, “what did Swanson and the crowd *do* and what outcomes occurred as a result?” In answer to the first question, everything Swanson did is located in a “relational” space; he knew his community, he observed people next to him displaying acts of kindness, he wanted to join the crowd and not stand apart from them. He communicated that, but he also asked them what he needed to do next. The crowd responded into that relational space by chanting “*walk with us*”. They could have rejected him, beat him, or killed him, but they responded to his invitation with a relational request of their own: do not be *against* us but instead be *with* us. Swanson listened and responded affirmatively when he walked into the crowd to be with them. He told the interviewer, “they wanted someone to listen to them and that was the change agent.” Which leads to my second question, what outcome did this help make? In addition to a white police officer walking arm and arm with a black man less than a week after the brutal killing of a black man by a white police officer, Swanson said in his interview, we showed the country “how to handle a protest in a way that is honorable.” This is a crucial first step for Flint, Michigan (and for the country) but, for meaningful change to occur, there will need to be many “*with the people*” decisions on a long road requiring relational/communication/deliberative skills.

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<sup>3</sup> The interview and video footage can be found on the PBS Newshour program dated June 1, 2020:

<https://www.pbs.org/newshour/show/june-1-2020-pbs-newshour-full-episode>

<sup>4</sup> *ibid*

Observing what's happening around you, taking actions to join *with* others rather than standing apart or against them, asking what we need to do now, responding to their requests, listening and letting them know that they have a voice and they have been heard are all change agents that help make democracy work as it should, especially in a super-charged, over-heated, and potentially deadly environment. These ways of being don't come easily or naturally: they require mindfulness and they take practice—often years of it. This is the reason for teaching children—and even very young children—relational and communicative/deliberative skills and practicing these skills daily. These skills are as important as every other school subject and just as children are practicing their reading, writing and math/science skills daily, so too do they need to practice their relational and deliberative skills. The CosmoKidz program of conversations/activities is designed to do just that and this program of research to support and document its efficacy.

The overarching question that the research using CosmoKidz and teaching modified deliberations is attempting to answer is, “do these children develop the relational/communicative/deliberative skills that help them become better citizens?” In other words, are they working well together? Are they developing awareness and empathy for people and positions that are not like theirs? Are they solving problems to help make their classroom and school better? Are they developing agency and voice and are they expressing their voice in ways that others can hear? This is the sixth year that we have collected data from teachers, parents and children themselves about the changes that are occurring in children's lives as they are having brief but daily conversations about their social worlds of teasing, sharing, making new friends and the like, and deliberating topics that are relevant to them and to their classroom. The data have been consistently encouraging, but they have been limited to classrooms and not entire school systems.

This is the first year we have worked with an entire pre-k through 4<sup>th</sup> grade school to learn how an entire school culture changes over time when relational, communication, and deliberative skills are practiced in every class, every grade, and among the faculty and staff. Independence Leadership Academy (ILA) is a pre-k through 4<sup>th</sup> grade school in Tangipahoa Parish, Louisiana. The school services approximately 406 students. The demographics of the school are 58% black, 22% Hispanic, and 20% white. Seventy-seven percent are economically disadvantaged with the same percentage receiving free lunch. Many of the parents do not speak English or speak it well. Because of limited resources, the school has not had the ability to help students develop prosocial, social-emotional skills and competencies. The school, led by Principal Lisa Matherne, includes Vice Principal Melanie Johnson, Interventionist Johnny Dunomes, 28 teachers, and 19 pre-k through 4<sup>th</sup> grade classes.

ILA is committed to creating an entire school culture that is based on relational/social emotional development and deliberative/problem solving skills. Consequently, this research hopes to follow the current pre-k students through the end of 4<sup>th</sup> grade to document changes over time in the students and their families, the classes, and the overall school culture. Before the school year began, every teacher attended a two-day training led by three master teachers

who have been using CosmoKidz and deliberation in their own classes for the past three to six years. The ILA teachers learned how to use CosmoKidz and CosmoTweenz (topics for the older children) to lead students in brief but daily conversations about their social worlds. The teachers also participated in a National Issues Forum (NIF) deliberation before being trained in effective ways to include modified deliberations in their classes. Two staff deliberations were also scheduled on topics of relevance to the staff, and teachers received information about ways to name and frame their chosen topics. Unfortunately, the school abruptly closed in March due to the COVID-19 pandemic and, consequently, the staff deliberations, a school-wide deliberation scheduled for May and other end-of-the-year data collection did not occur. The data that I was able to gather included a base-line teacher questionnaire on the skills and abilities of the students in each teacher's class (see Appendix A for the questionnaire), a final questionnaire on the same skills and abilities of students in each class (see Appendix B for the questionnaire), monthly surveys on the relational/deliberative skills and abilities of the students in each teacher's class (see Appendix C for the survey and Appendix D for the full results from all teachers and classes over a 5 month period), and results of a base-line school-wide deliberation to gauge the students' ability to deliberate (see Appendix D for the full results of this deliberation).

My research questions for the year were:

**Research Question 1:** To what extent are the pre-k and kindergarten children able to meaningfully discuss the topics in CosmoKidz?

**Research Question(s) 2:** How does the use of CosmoKidz/Tweenz, over the course of a school year, reinforce the pre-k through 4<sup>th</sup> grade students' communication, empathy and perspective-taking, sense of agency, sense of belonging to a democratic class community, and deliberative decision-making skills? How does the use of CosmoKidz/Tweenz, over the course of a school year, reinforce the pre-k through 4<sup>th</sup> grade students' interpersonal communication skill sets and actions across contexts (outside of the classroom and at home)?

**Research Question 3:** How does using CosmoKidz/Tweenz and modified deliberations affect teachers' thinking about democratic citizenship and communication?

**Research Question(s) 4:** In what ways does the use of CosmoKidz/Tweenz 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 skillsets that children are exhibiting in the first modified deliberation? How do these skills differ at the end of the school year (as observed by the last modified deliberations) as children are using CosmoKidz/Tweenz daily in the classroom?

**Research Question(s) 5:** What changes occur for staff (in their communication patterns, level of empathy, perspective-taking, agency, and sense of belonging and ownership to decisions that are made) as they use deliberative practices in staff/grade-level meetings? What

differences in the overall school culture have occurred due to the school-wide use of CosmoKidz/Tweenz and deliberative practices?

Unfortunately, due to the campus closure during the last three months of the school year, the data I have collected applies primarily to the first two research questions. The rest of this report will summarize what the teachers and interventionist observed during the first five months with their students.

#### Overview of student behavior before using CosmoKidz/modified deliberations: Results from a teacher base-line questionnaire.

Beginning with the four- and five-year-old students (pre-k and kindergarten), teachers observed what one would expect: lack of impulse control. One teacher said her students “are very impulsive when expressing and managing their strong emotions. Some are crying and having a hard time keeping their hands to themselves.” The use of nonverbal displays as a way of expressing emotions was very prevalent throughout the comments. Teachers talked about students hitting, folding their arms, grunting, crying, etc. to express their feelings. Two teachers captured what most said about working together to solve problems: “They all want to do it their way” and “they are not the best when it comes to solving problems together. They think their way is the best and only way.” This also leads to quite a bit of tattling. And yet, most teachers observed their students expressing kindness to one another. One teacher said, “they like to take care of one another” and another said, “the Children show empathy and compassion every day. They enjoy helping and looking out for one another.” In terms of the amount of time these teachers spent redirecting unwanted behavior, the range was between 50% to 99%, with two of the five teachers saying that 99% of their day consisted of redirecting unwanted behavior. With a percentage this high, just decreasing unwanted behavior would be a significant improvement.

The teachers of the 1<sup>st</sup> and 2<sup>nd</sup> grade students consistently described two quite different sets of observations. Most of the teachers said their students are good at making new friends and helping each other. One teacher said, “they like to nurture each other when one feels bad.” Another said, “they are quick to be helpful.” A 2<sup>nd</sup> grade teacher said, “I have a very kind class. They want to do well and help each other.” And yet, most of the teachers also said that students don’t do well working through issues or disagreements. This same 2<sup>nd</sup> grade teacher said, “They have a hard time expressing how they feel in words. They don’t think before they act.” Another teacher said, “they argue and place blame with each other instead of talking it out and being honest.” A third said that overall, her students struggled with “communication without confrontation.” Most teachers expressed underdeveloped skills and abilities in verbal expressions and communication. There was a broader range of time spent redirecting unwanted behavior. Two teachers spent only 30% of their day redirecting unwanted behaviors while one teacher spent between 80%-90% redirecting behavior. The other three teachers were somewhere between the two poles.

There is a significant departure in the teacher's observations of the 3<sup>rd</sup> and 4<sup>th</sup> grade students. Unlike the younger children, only two teachers observed his/her students showing compassion with any consistency. Most of the third-grade teachers described behaviors such as these: "My students like to boss others, call each other names, and laugh when someone doesn't know what to do;" "The students are quick to have words between themselves when they disagree. If not stopped it has escalated into pushing and shoving;" "The students thus far have shown very little empathy or ability to get along...They express their strong emotions verbally (inappropriately) or physically." A 4<sup>th</sup> grade teacher said: "Some of my students are very immature, so they never show empathy towards others, but my mature students show compassion daily." One 3<sup>rd</sup> and one 4<sup>th</sup> grade teacher observed his/her students showing compassion daily. Having said that, all of the 3<sup>rd</sup> and 4<sup>th</sup> grade teachers described their students mostly unable to express themselves productively. One teacher said, "Overall, my children are not handling conflicts well. If they have a disagreement, they call each other names or shove one another." Another said, "The students are quite verbal in expressing negative emotions and they are more reserved in offering positives." A third teacher said, "Some of my students don't express themselves in "conversation" or appropriate actions." Another teacher commented, "My students act on strong emotions quickly without thinking of others." A 4<sup>th</sup> grade teacher observed that her students, "do not express themselves often; they are very reserved. She continued, "most of the children repress a lot of their emotions (good and bad) and are reserved." The teachers in this group had the largest percentage spread of redirecting unwanted behavior; the percentage ranged from 5% to 90%.

There are three Special Education teachers at the school; one class is self-contained and the other two teachers work with inclusion students. The teachers who work with the inclusion students described their students as possessing various levels of communication abilities. One teacher said, "students are limited with expressing their thoughts and feelings. This causes frustrations and leads to inappropriate behaviors...Most of the students' initial reaction is aggression if something displeases them." However, this teacher also observed that her students "show empathy and compassion toward other students if they see them hurt or crying." She also noted that "my students are usually shy in a crowd and they do not initiate conversations or play with others." The teacher working within a self-contained class noted that most of the questionnaire doesn't apply to her students: "Students are nonverbal and are being taught how to recognize feeling and emotions. It is hard for them to convey thoughts unless they are sharing what they want on their communication device." Having received the base-line questionnaire from these teachers, I realized that when we developed CosmoKidz, we had not thought explicitly about its use with special needs students on the autism spectrum. Consequently, I was very eager to learn what these teachers were observing as they began having conversations with their students about their social worlds using CosmoKidz.

In summary, the younger students were more demonstrative in their show of care and compassion but as the children age, expressions of compassion and kindness diminish. The younger children tend to be quite impulsive and use nonverbal communication much more than their words to convey their thoughts/feelings. They are more likely to cry, grunt, push or hit as a means of communicating. When they do use their words, it's typically in the form of

tattling. As the children age, they are using language more often, but their words tend to be counter-productive; their use of name-calling, for example, tends to escalate an issue rather than diffuse it. Some of the older children also seem unable or unwilling to express their thoughts and feelings in words. They struggle to find the language to communicate their wants and needs. This leads to aggressive behavior for some of the students—all grades had students pushing and shoving others. Most all of the students, from the youngest to the oldest, acted before thinking. One reason for this may be the underdeveloped relational and communication skill sets that most of the teachers described.

### Post-questionnaire results after using CosmoKidz/CosmoTweenz/modified deliberations for five months

The pre-k curriculum has a lot of social-emotional components other than CosmoKidz, so it is difficult to assess the role CosmoKidz conversations may have had in the children's development. Having said that, the teacher observed that the children made "great progress with interactions. They expressed their thoughts as well as young children can. They would express anger or frustration if that is how they felt during the situation. They would also say they felt sad or happy and could explain why." She attributed 50% of the children's development to CosmoKidz. The kindergarten teachers commented on the children's continued development of kindness and compassion. One teacher observed, "the children are showing a lot of compassion towards me and each other. They also always bring up 'think before you act.'" Another said, "they are able to relate CosmoKidz to story characters by telling me from time to time about a character being kind or not being kind and when students point to something, they will point out that was kind." Most of the teachers also observed the children displaying more pro-social language. One teacher said, "Overall, they worked well together. Often, they still had to have guidance from me the teacher, but for the most part they went through the productive struggle on their own to solve their problem. I saw this class grow closer than any of my other classes that I have taught." Another teacher said, "at the beginning of the school year the students had a difficult time listening to the thoughts and feelings of others. As the school year progressed the students started to be more understanding of their peers' thoughts and feelings."

The pre-k and kindergarten teachers also described introducing deliberation in very basic language and providing opportunities for the children to talk about pros and cons of different choices. One teacher said that her students "got better at expressing their reasoning for choices they made." Another teacher said, "the students were able to think about good choices versus bad choices and why ideas would work/not work." One of the teachers said that the CosmoKidz and deliberative conversations helped her students "think about their actions prior to acting, as well as considering others' ideas/opinions." When I asked the percentage of their day spent redirecting unwanted behavior, the range fell to between 10% to 50%. Most of the teachers fell to 20%-25%. In terms of the role CosmoKidz conversations contributed to the relational development of the children, the percentage ranged from 50% to 75%.

There was a common theme with the 1<sup>st</sup> and 2<sup>nd</sup> grade teachers. Many of the teachers described her students enjoying the CosmoKidz conversations but struggling to apply their conversations outside of circle time. One teacher described it this way: “My class had major listening problems (listening to me, to others). When we did the actual CosmoKidz lessons, it seems that they would listen to each other’s ideas and respond to them well. But in a normal lesson, they weren’t the best listeners.” A second teacher said, “they definitely would listen during our circle time of each other’s feelings and different things that they would experience. They would give suggestions of what they should have done better or worse depending on what they did, but some of the more difficult children would not listen to their own words as far as using it in real life situations. Most of the problematic children would react first.” A third teacher said, “overall, the students expressed their thoughts and feelings better during the morning meetings, but had trouble during the rest of the day.” Another said, “my students can tell me what they should do but do not show in actions often.” Yet another teacher said, “the kids love being able to express their feelings in class discussions and they love being heard and having a voice. I like that EVERY child could participate and have something to say. There are no right or wrong answers.” She went on to say, “I would like to see an at home piece done with the students and parents. That way the parents are having input in their children becoming better classroom citizens and hopefully their parents in turn would make better choices for themselves as well.” Another teacher commented on the years of “learned behavior” that the children have had and undoing these behaviors will take time. One teacher observed that the “worst students are still horrible when handling conflicts and their strong emotions.”

Although teachers observed the difficulties of “carry-over” into other contexts, they also saw some important changes. One teacher said, “being able to introduce them to different scenarios as a daily/weekly basis really helped. They were able to relate to each one of the CosmoKidz scenarios to something they have either experienced themselves or witnessed. It helped them connect and express their feelings better.” She continued, “the deliberations made them feel as if they were participating in a “grown up” conversation. I watched the students become more mature and really take time to think about their choices and decisions during this time.” A second teacher said, “in the beginning of the school year the students would tattle or fight to solve their problem. Using CosmoKidz cards, we role modeled and practiced kindness and other ways to communicate with each other. With practice over time, this was one of the biggest positive change this school year.” She went on to say that “19 of my 21 student’s behavior improved using CosmoKidz. Another teacher said, “I would say that 18 out of 22 children for the most part made better choices and really enjoyed the program. I think the others would have too if given more time in the program.” She continued, “I would like to see this program start in preschool and follow it through the primary grades. I feel like there is a lot of baggage with some of these students and it will take a lot longer to see results with these students.” The range teachers provided for time spent redirecting unwanted behavior was 15% to 50%.

The 3<sup>rd</sup> and 4<sup>th</sup> grade teachers provided some similar and different distinctions from teachers in the lower grades. Some of their observations about the positive relational changes that echo

previous comments are: “Students love the lessons and their behavior changes for the better--at least 50%”; “For the majority of students, they were better able to handle their strong emotions by having a reference point for alternative choices”; “The students listened and were excited to share their ideas. By the end of our abbreviated school year, the students were beginning to give feedback to other students on thoughts and feelings. This was an interesting development”; “Students became capable of expressing their feelings during conversations, all the while being respectful of others’ opinions”; “I used each Tweenz card to come up with modified deliberation choices. A big change that I saw is that they encouraged each other to participate and share their point of view. They wanted to have everyone involved.” However, many of the teachers also talked about the lack of carry-over into other contexts (recess, lunch, on the bus, etc.) and their desire to see more consistent behavior across contexts.

A new and very useful distinction that a 4<sup>th</sup> grade teacher observed is the difference in how the children respond when they are in a group setting. She said one of the challenges, “was applying what they learned when they experienced big emotions in groups. The group mentality took over and it was more “comfortable” for them to revert to previous behavior.” In terms of conflict she said, “the children handled their conflicts better and were able to resolve them in regard to individual behavior. If groups became involved, conflicts were problematic and resolving them was often more complicated and spanned a longer period of time.”

Another teacher made an observation about a possible connection between the children who were still having difficulty handling their strong emotions and attendance:

“We still had some students who had difficulty handling their strong emotions. I noticed a strong correlation between poor attendance and the ability to handle strong emotions. I would be interested in collecting data about poor attendance and poor behavior. If you miss 30 days of school, you miss 30 SOAR lessons and 30 days forming relationships with classmates.”

Teachers in this age group also talked about the differences they noticed in behavior before and after the Winter break. One teacher put it this way in one of her monthly surveys after Winter break: “I am not noticing much change in behavior. Since Christmas break, students have digressed.” Another said, “I don’t feel that they listened very well. We made immense progress in this regard and they were phenomenal and very compassionate to each other before Winter break. After we came back, it was a little more difficult, but there wasn’t a big difference until February.” Teachers seem to be aware that having consistent conversations over time is important. One teacher said, “my students’ behavior and attitudes would definitely improve if they were able to participate in the program for many years.” A second teacher said, “I am anxious to see how we do next year with CosmoKidz. I want to see if there is carry-over from second to third grade. If we can continue with the program with all of the students, I think we will see a vast improvement in our school culture.” Another said, “I think this is a good program. However, it must be used daily and the students must have ownership of the program. This takes until about Christmas (at least it did with my group).” She

continued, “my students had started using CosmoKidz references when interacting with other students. I actually heard a conversation that went something like this, ‘Remember when we talked about sharing? What do you think is a good idea?’”

One of the 3<sup>rd</sup> grade teachers went on maternity leave midway through the year. She had a very challenging class and noted that the students could talk about how to respond to different situations during CosmoKidz discussions, but they didn’t translate this into their behavior outside of Cosmo conversations. I noted that on her monthly surveys, the first month after having CosmoKidz conversations, she saw very little improvement. The following month, and just before her maternity leave began, every area of her students’ behaviors saw significant improvement. Upon returning from maternity leave sometime after the Winter break, her students had regressed to their previous level. All of this speaks to what the teachers have observed about the importance of engaging and practicing these skills consistently and over time.

The Special Education teachers had different experiences with CosmoKidz conversations. The teacher working with a self-contained class noted that CosmoKidz was not very helpful to her nonverbal students. She summed this up by saying, “the nonverbal Autistic students did not connect well due to the fact that they are still learning how to communicate their basic wants and needs. They do not understand abstract feelings or emotions.” Her verbal student “was able to talk through some of his less challenging emotions and find a better way to express those emotions.” The students in the inclusion classes seemed to benefit from the CosmoKidz conversations: “My students have difficulty expressing their thoughts effectively; however, CK is helping them feel it’s a necessity to orally express their displeasure or frustration about situations instead of engaging in physical aggressions. The program really works! They are actually talking among themselves about situations that frustrate them.” Another teacher said, “I saw students become better able to express their selves without using ugly, hurtful words. The behaviors were starting to become routine when we left school in response to COVID-19.”

I was delighted to hear from the teacher in the self-contained classroom that she found a very simple way to introduce her students to the building blocks of choice work: “When given simple 2-3 choices of what they would like to do after they finished working, 2 of the 3 students were able to properly make a choice that they actually wanted to follow through with. Giving the students choices of what they would like to do on a break helped lower conflict and made them more eager to complete their given tasks/activities.” Her students seemed to do much better with simple choice work than with CosmoKidz conversations.

One last set of comments comes from a lead teacher who interacts/teaches children in all grades and, consequently, has a macro view of what is happening at the school. She observed:

I think behavior this year was better than ever before, and I contribute that to CosmoKidz...Children did a better job this year selecting appropriate courses of action than in previous years. Students were better at sharing, taking turns, and having discussion and not just fighting.... I found that

students, especially in k-2 are inherently sensitive, so combining this tendency with the CosmoKidz program facilitated an empathetic and compassionate student population....Students did a better job solving problems together this school year, than in previous years. I found they had a better handle on how to have meaningful discussions in order to problem solve....I feel the students are able to deliberate and are better classroom citizens as a direct result of implementing CosmoKidz. This is the first time we have implemented a program such as this, so I can't think of anything else to attribute to improved behavior."

To better understand what teachers were experiencing on a month-to-month basis, teachers filled out monthly surveys. The results of these surveys, along with teacher comments can be found in Appendix D.

From the standpoint of the interventionist, here is his observations about the year:

"To support discipline and our PBIS program, ILA began the 2019-2020 school year with the CosmoKidz program as a non-negotiable for every classroom. Prior to August, teachers were trained in the use of this program. Daily time was included in each teacher's schedule where mini lessons were taught and conversations were had with students about handling conflict. These conversations continued in all locations of the school, when conflict arose. To address the need, teachers and students were heard asking, "How would a CosmoKid handle that?" or "What would a CosmoKid do?"

Prior to this program, teachers would often forget the differences in parenting that exist in households. It was often heard in teacher conversation, "These kids should know better." Instead of complaining, CosmoKidz created a mindful atmosphere of a problem and provided a solution. Because of this program, teachers were given the tools to share conversations with students about conflict in a positive way. These conversations allowed students to apply these techniques when conflict arose. The CosmoKidz program has afforded ILA teachers the opportunity to not only prepare students academically but to help students become better citizens through conversations about positive character and core values.

We experienced an unprecedented end to the 2019-2020 school year, due to the COVID 19 Pandemic. Discipline data for April and May is incomplete or absent. For the first part of the second semester, it seems discipline was improving. We were hopeful that this trend would have continued in April and May."

I will end this summary by revisiting the overarching question that using CosmoKidz and teaching deliberations is attempting to answer: "Do these children develop the relational/communicative/deliberative skills that help them become better citizens?" In other words, are they working well together? Are they developing awareness and

empathy for people and positions that are not like theirs? Are they solving problems to help make their classroom and school better? Are they developing agency and voice and are they expressing their voice in ways that others can hear? The answer is not a straightforward “yes” or “no,” given that these skills do not come naturally or easily. The first five months of practicing these relational skills has been a “yes, and...” experience for ILA students and their teachers. Yes, the children are developing the above skills but not evenly and not without fits and starts. The relational habits the children have learned from home and elsewhere take time to unlearn and transform. When there is a break in the daily routine of talking and acting productively into their social worlds, they revert back to their more solidified habits. And, like all of us, there is a learning curve between knowing something and doing it. Most of the teachers have said that their students can talk about productive and helpful ways to relate to each other, but they often don’t apply what they know. Or they apply it at carpet time but not in the cafeteria, on the playground, or on the bus. We adults know that systemic change comes slowly, as witnessed in our own lives and communities. Helping to change a school culture is no different. But the relational tools are in place for students to learn and practice what it means to be a good citizen of his/her class and his/her school. What we don't yet know, and what this research hopes to understand over time, is how long does it take for these skills and habits to be ingrained in the ILA school culture and beyond?

#### Missing research data due to the premature school closure and next steps

The last three months of the academic year included activities designed to broaden deliberative conversations and learn more about how these conversations increase the staff’s appreciation for perspectives different than their own and how these experiences affect their understanding of democratic citizenship in the school. The teachers have wrestled with campus recess and student learning and they were planning to discuss these topics in a deliberative framework in March and April. They named and framed the topics this way:

#### *How can we make the best use of recess on our campus?*

Choice #1: Let individual teachers decide when and how to have recess (This choice values individual freedom)

Choice #2: Let grade-level teachers work together to decide when and how it’s best to have recess for their grade-level (This choice values grade-level collaboration and teamwork)

Choice #3: Have a school-wide policy about when and how to have recess (This choice values consistency across the school)

#### *How can we best motivate our students to learn?*

Choice #1: Focus on individual rewards (This choice values individual student needs/rewards)

Choice #2: Create classroom teams who compete with each other to be the best (This choice values small group teamwork)

Choice #3: Focus on rewarding the entire class (This choice values a community effort)

If these topics continue to be germane, the teachers will deliberate them next year. If new topics have occurred due to the premature school closure, we will name and frame those.

In addition to the staff deliberations, a school-wide deliberation with every grade and every class was scheduled for the end of the year. This deliberation would have allowed us to compare the similarities and differences in the children's skills and abilities to relationally express their thoughts/feelings and to weigh options. This report does include a comprehensive base-line deliberation summary in Appendix E but, unfortunately, we are not able to compare the differences in the children's ability to deliberate as a result of 8 months of CosmoKidz/modified deliberative conversations in their classroom.

We were also interested in hearing from parents about changes they may be experiencing in their child's relational skills and abilities at home. We wanted to know if any of the CosmoKidz/SOAR skills were evident with any consistency (**S**ense what's around you; **O**pen your hands to help others; **A**ct with kindness; **R**espect other people). Earlier in the year, the school had a "parents and pizza" night to discuss the school-wide CosmoKidz/deliberative program and to encourage parents to continue the CosmoKidz conversations at home with their child(ren). We were planning to send a survey just before the end of the school year for parental feedback. Knowing that this was not going to happen, I included a question to the teachers in their last questionnaire asking them if any of the parents commented on their child's improved behavior at home. Eight teachers said they had heard positive comments from parents and one 3<sup>rd</sup> grade teacher said a parent had told her that her son was trying to use CosmoKidz with his younger sister. I asked these teachers what percentage they thought the use of CosmoKidz contributed to the children's improved behavior at home based on the parent's remarks. The range was between 50% to 85%. There was one exception, and this was the special education teacher who said that the parent of a nonverbal student had noticed improvement at home. She attributed the improvement to the one-on-one para the child was receiving and not CosmoKidz conversations.

Last, but definitely not least, we wanted to hear from the children themselves. We had a CosmoKidz/SOAR test we wanted all of the children to take to gauge their recall of what SOAR stands for and to provide one example (write a sentence describing what you did and draw a picture to illustrate it) of how they demonstrated CosmoKidz and/or SOARing behavior the previous week. In the past, this test is given after the college students help facilitate the last deliberation. Each college student has a small group of students that s/he oversees. The college students also help convey the child's example in a written sentence if the child is unable to write. Given that the last school-wide deliberation did not occur, the students were also not able to take the SOAR test.

The above missing data would have given us a window into the larger school and homelife culture. For instance, it would help us understand the staff's experience of deliberation as it relates to challenges they are dealing with and how their first-person experience of these deliberations influences democratic citizenship in the school. For example: How do these deliberations influence decision-making?; Are under-represented voices and perspectives

heard?; Is there a deeper level of ownership for the solutions to their challenges after they have deliberated?; Are they encouraged to use deliberative frameworks in other contexts?; What difference do these deliberations make in their relational dynamics and in the overall democratic school culture?; and, Are they encouraged to expand deliberative frameworks in their classrooms? The missing data would also give us a window into the families of the children. For example: “What kind of carry-over, if any, is occurring at home?; What behaviors are parents noticing that is new?; and How is this behavior changing the family dynamics? Lastly, although these children are young, it’s imperative that we hear from them as well. How are they naming their behavior? What are they doing to help make a better classroom climate?; What does being a CosmoKidz mean to them?; and, What are other children saying and doing that help them feel relationally connected?

The foundation for continuing this research has been laid, but the work of observing and understanding the larger shift in democratic school and home cultures only comes with time. ILA affords us the opportunity to work *with* teachers, staff, students and their families as we follow the pre-k students through the end of 4<sup>th</sup> grade. I am so grateful to the teachers and administrators at ILA who have supported this research with their time and honest feedback. It is a privilege to work with them!

## Appendix A

### TEACHER BASE-LINE QUESTIONNAIRE ABOUT THE COMMUNICATION SKILLS AND ABILITIES OF YOUR STUDENTS August, 2019

Teacher's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Please be as specific as possible when answering these questions.

1. In the first month of this school year, please describe overall how the children in your class interact with each other. What do you see as their strengths and weaknesses?
2. Overall, how are the children handling conflicts? What do the children do when there is a disagreement or conflict?
3. Overall, how are the children expressing and managing their strong emotions?
4. Overall, how well are the children listening to you and to their peers?
5. Overall, how well are the children expressing their thoughts and feelings productively?
6. Overall, how well are the children listening to the thoughts and feelings of others?
7. Overall, how well are the children selecting a course of action that helps create a better outcome for them and others?
8. Overall, how often do you see the children in your class interacting and playing with children who are not like them?

**9. Overall, how often do you observe the children in your class showing empathy and compassion to other children?**

**10. Overall, how well are the children able to solve problems together?**

**11. In the first month of this school year, about what percentage of your day is spent redirecting unwanted behaviors?**

**12. Is there anything else you'd like to say about the skills and abilities of the children in your class?**

## Appendix B

### TEACHER FINAL QUESTIONNAIRE ABOUT THE COMMUNICATION SKILLS AND ABILITIES OF YOUR STUDENTS May, 2020

To all of the teachers:

I have been thinking about you and your students during these very challenging times. I imagine how stressful these last 3 months must be as you have had to adjust to teaching students from home, among all of the other things you and your family are doing to stay safe and well. Now that parents are home-schooling their children, I also can imagine that there are many more people who have a much deeper appreciation of teaching and what you all provide on a daily basis to your students and their families.

Although this research has been cut short, would you please answer this last questionnaire basing your responses on the differences you experienced between the beginning of the school year through March, when the school closed. If you think CosmoKidz or SOAR didn't affect your students' behaviors, please indicate this. The more specific you can be in answering these questions, the better (if you have examples to provide, that would be great!).

Thank you so much for the candid feedback you've been providing me throughout the year! You can type your responses into this document and email it back to me at:

[kimpearce@aol.com](mailto:kimpearce@aol.com).

It has been an honor working with you this year. Please stay safe and well.

Sending you my deep appreciation,

Kim Pearce

Teacher's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

1. For all teachers--how often did you use the CosmoKidz/Tweenz cards in your class? For the 3<sup>rd</sup> and 4<sup>th</sup> grade teachers, which activities did you use? CosmoKidz? The 3 Choices cards? The environmental activities?
2. How often did you refer to SOAR and SOARing behavior in your class?
3. What changes have you seen during the course of the year in how the children in your class interact with each other?
4. What changes did you see in how the children handle conflicts? Typically, what did the children do when there was a disagreement or conflict?

5. Overall, how did the children express and manage their strong emotions?
6. Overall, how well did the children listen to you and to their peers?
7. Overall, how well did the children express their thoughts and feelings productively?
8. Overall, how well did the children listen to the thoughts and feelings of others?
9. Overall, how well did the children select a course of action that helped create a better outcome for them and others?
10. Overall, how often did you see the children in your class interacting and playing with children who are not like them?
11. Overall, how often did you observe the children in your class showing empathy and compassion to other children?
12. Overall, how well did the children solve problems together?

- 13. As of March, before the school was closed, about what percentage of your day was spent redirecting unwanted behaviors?**
  
- 14. What can you tell me about the connection between the use of CosmoKidz/Tweenz and SOAR and the behavior of the children in your class?**
  
- 15. As a teacher, what do you see as the strengths and challenges of using CosmoKidz/Tweenz in the classroom?**
  
- 16. How often did you experiment with providing your students deliberative choices (asking your students to think about pros and cons of various perspectives)? What changes, if any, did you see in the course of the school year regarding their ability to deliberate?**
  
- 17. What connections, if any, do you see between the CosmoKidz/deliberative conversations your students had and their becoming better classroom citizens?**
  
- 18. Did any parents comment to you about their child's behavior improving at home? If so, what percentage do you think CosmoKidz/Tweenz conversations may have had in this change?**
  
- 19. If you were to imagine more helpful CosmoKidz/Tweenz guidelines and supports, what would that be?**
  
- 20. Is there anything else you would like to tell me that will be useful for us to know?**

Appendix C

Monthly Communication Survey

Teacher: \_\_\_\_\_

Grade-Level: \_\_\_\_\_

Date: \_\_\_\_\_

Length of Time Using CosmoKidz/Tweenz \_\_\_\_\_

*Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:*

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

My students are listening to their peers better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

My students are expressing their thoughts and feelings more productively:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better



## Appendix D Monthly Survey Results by Grade

Results can be interpreted with the following color coding:

**Red indicates approximately 4-5 weeks after beginning using CosmoKidz**

**Green indicates approximately 8 weeks after beginning using CosmoKidz**

**Orange indicates approximately 16 weeks after beginning using CosmoKidz. A Winter break occurred during this timeframe.**

**Purple indicates approximately 20 weeks after beginning using CosmoKidz**

### Special Education

**Teacher:** 2-3 SPED teachers. 1 class is self-contained; 1 teacher works with k-2 SPED; 1 teacher works with 3<sup>rd</sup> and 4<sup>th</sup>

**Grade-Level:** \_\_\_Special Education

***Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:***

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				1 SC; 1		
1 SC				1		
				1	1	
				1	1	

Mandella (SC):           5; 1  
 Mixon (k-2):             5; 5; 6; 6  
 Corkern (3-4):           5; 5

My studentts are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1 SC			4			
1 SC						1
					2	
					2	

Mandella (SC):           1; 1

Mixon (k-2): 4; 7; 6; 6  
 Corkern (3-4): 6; 6

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				1	1 SC	
				1 SC		1
				1	1	
				1	1	

Mandella (SC): 6; 5  
 Mixon (k-2): 5; 7; 6; 6  
 Corkern (3-4): 5; 5

My students are listening to their peers better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1		1 SC	
1 SC				1		
				1	1	
				1	1	

Mandella (SC): 6; 1  
 Mixon (k-2): 4; 5; 6; 6  
 Corkern (3-4): 5; 5

My students are expressing their thoughts and feelings more productively:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1	1 SC		
1 SC						1
				1	1	
				1	1	

Mandella (SC): 5; 1  
 Mixon (k-2): 4; 7; 5; 5  
 Corkern (3-4): 6; 6

My students are listening to the thoughts and feelings of others better:

1	2	3	4	5	6	7
Not at all						Consistently
Better			1			Better
1 SC				1	1	1
					2	

Mandella (SC): 1  
 Mixon (k-2): 4; 7; 6; 6  
 Corkern (3-4): 5; 6

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

1	2	3	4	5	6	7
Not at all						Consistently
Better				1		Better
		1 SC		1		
				1	1	
				2		

Mandella (SC): 3  
 Mixon (k-2): 4; 5; 6; 5  
 Corkern (3-4): 5; 5

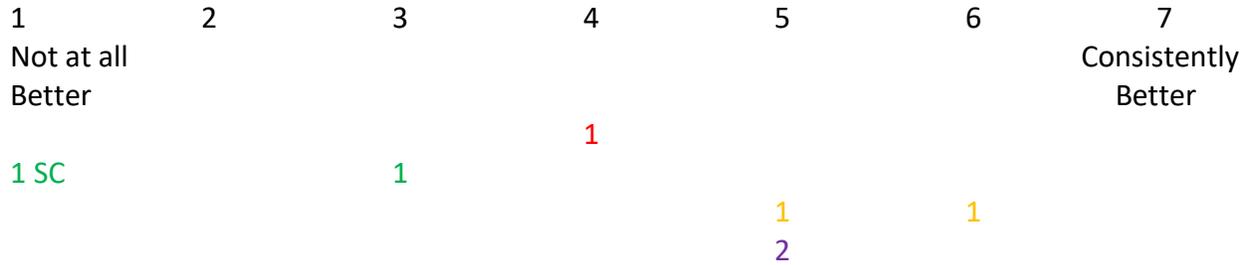
My students are doing better at showing more empathy and compassion to other children:

1	2	3	4	5	6	7
Not at all						Consistently
Better				1		Better
	1 SC			1		
				1	1	
			1	1		

Mandella (SC): 2

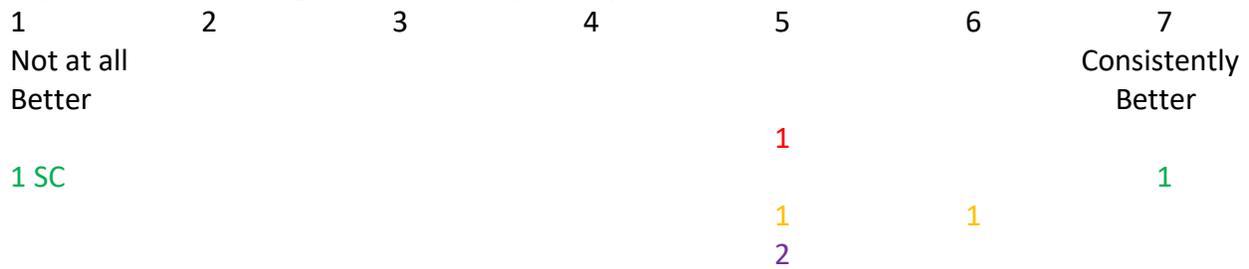
Mixon (k-2): 5; 5; 6; 6  
 Corkern (3-4): 5; 4

My students are better at solving problems together:



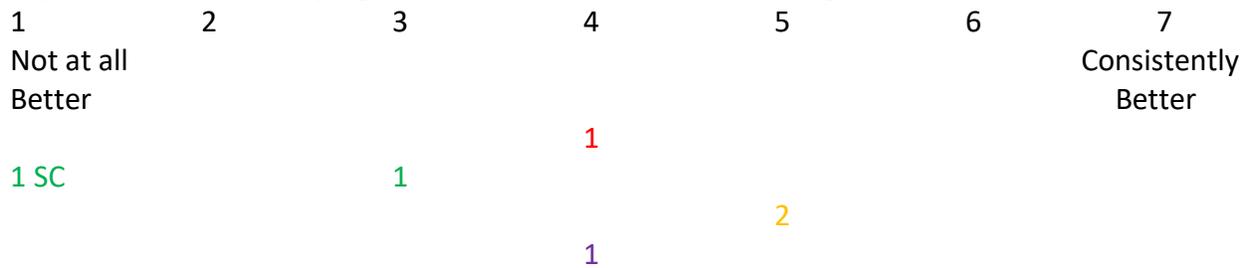
Mandella (SC): 1  
 Mixon (k-2): 4; 3; 5; 5  
 Corkern (3-4): 6; 5

My students are taking more ownership to help make a situation better:



Mandella (SC): 1  
 Mixon (k-2): 5; 7; 6; 5  
 Corkern (3-4): 5; 5

My students are developing better deliberative decision-making skills:



Mandella (SC): 1  
 Mixon (k-2) (k-2): 4; 3; 5; 4  
 Corkern (3-4): 5

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

4 weeks: MIXON: 90%

8 weeks: MANDELLA: 30% SC MIXON: 90%

16 weeks: Survey taken right after Winter break: CORKERN: 80%; MIXON: 90%

20 weeks: CORKERN: 70%; MIXON: 90%

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

4 weeks: SC class: MANDELLA: 2 of 3 students are autistic and have difficulty recognizing emotions. 2 of 3 students have difficulty understanding the concept of feeling and expressing their thoughts. They are non-verbal autistic.

MIXON: Even though my students have learning disabilities, they are able to make connections with the CosmoKidz lessons. The illustrations are powerful for them.

8 weeks: MIXON: My students have difficulty expressing their thoughts effectively; however, CK is helping them feel it's a necessity to orally express their displeasure or frustration about situations instead of engaging in physical aggressions. The program really works! They are actually talking among themselves about situations that frustrates them.

SC class: MANDELLA: This is hard to use with my non-verbal autistic students. They do not understand feeling, emotions, empathy, compassion. They think in the literal sense. These things are very abstract. I am teaching them how to recognize what feelings they have or are experiencing.

16 weeks: CORKERN My students are getting better at handling and expressing their own emotions which is a huge help!

MIXON: Even though my students are limited with communication skills, they are expressing themselves more clearly.

20 weeks: SC class: MIXON: Effective communication is still an issue due to other circumstances. CosmoKidz has impacted vocal responses in a positive way. Students want to express their feelings.

**Pre-K through 4<sup>th</sup> Grade Special Classes**

**Teacher:** \_ 4 teachers (no one filled out first survey)

**Grade-Level:** Pre-K through 4<sup>th</sup> grade

***Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:***

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				1	3	
				2	2	
				1	2	

Douglas (pre-k-4<sup>th</sup>): 6; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 5  
 Ingraffia (k-4): 6; 6; 6  
 Bader (k-2): 5; 5

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				3	1	
				2	2	
					3	

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 6  
 Ingraffia (k-4): 5; 6; 6  
 Bader (k-2): 5; 5

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

				2	2	
	1			1	2	
					2	1

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 7  
 Ingraffia (k-4): 5; 6; 6  
 Bader (k-2): 6; 4

My students are listening to their peers better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1	1	4	
				2	2	
				1	2	

Douglas (pre-k-4<sup>th</sup>): 6; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 5  
 Ingraffia (k-4): 5; 6; 6  
 Bader (k-2): 6; 5

My students are expressing their thoughts and feelings more productively:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				1	3	
				2	1	1
					3	

Douglas (pre-k-4<sup>th</sup>): 6; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 6  
 Ingraffia (k-4): 6; 7; 6  
 Bader (k-2): 5; 5

My students are listening to the thoughts and feelings of others better:

1	2	3	4	5	6	7
Not at all						Consistently

Better

Better

				1		3
			1			3
						4

Douglas (pre-k-4<sup>th</sup>): 6; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 6  
 Ingraffia (k-4): 6; 6; 6  
 Bader (k-2): 5; 4

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

				3	1
				1	3
					3

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 6  
 Ingraffia (k-4): 5; 6; 6  
 Bader (k-2): 5; 6

My students are doing better at showing more empathy and compassion to other children:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

				2	2
				2	2
					3

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
 Joseph (pre-k-4<sup>th</sup>): 6; 6; 6  
 Ingraffia (k-4): 5; 6; 6  
 Bader (k-2): 6; 5

My students are better at solving problems together:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

2  
2  
2

2  
2  
1

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
Joseph (pre-k-4<sup>th</sup>): 6; 6; 5  
Ingraffia (k-4): 6; 6; 5  
Bader (k-2): 5; 5

My students are taking more ownership to help make a situation better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				3	1	
			1	1	2	
				1	2	

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
Joseph (pre-k-4<sup>th</sup>): 6; 6; 5  
Ingraffia (k-4): 5; 6; 6  
Bader (k-2): 5; 4

My students are developing better deliberative decision-making skills:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				3	1	
			1	1	2	
				1	2	

Douglas (pre-k-4<sup>th</sup>): 5; 5; 6  
Joseph (pre-k-4<sup>th</sup>): 6; 6; 5  
Ingraffia (k-4): 5; 6; 6  
Bader (k-2): 5; 4

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

8 weeks: DOUGLAS: 50%; BADER: 50%; INGRAFFIA: 90%; JOSEPH: 100%

16 weeks: Survey taken right after Winter break: BADER: 50%; DOUGLAS: 75%; JOSEPH 75%; INGRAFFIA 75% or greater

20 weeks: DOUGLAS: 75%; JOSEPH: 75%; INGRAFFIA: 80%-90%

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

8 weeks: INGRAFFIA: Children are recalling cards and the discussions focusing on how to handle situations.

20 weeks: JOSEPH: Students are learning to reflect on different course of actions from possible conflicts. When one of the discussed conflicts occur, they are excited to put their preventative actions into effect.

INGRAFFIA: They reference CosmoKidz during discussions and when solving problems.

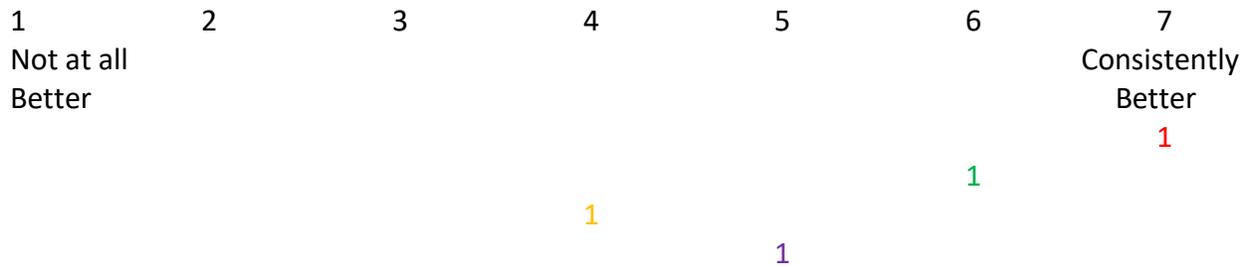
Pre-K Class

Teacher: 1 teacher: CANDACE ANTHONY

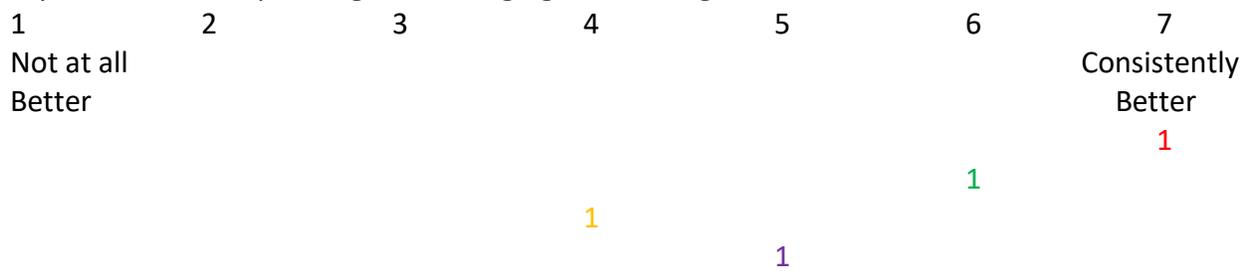
Grade-Level: Pre-K

*Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:*

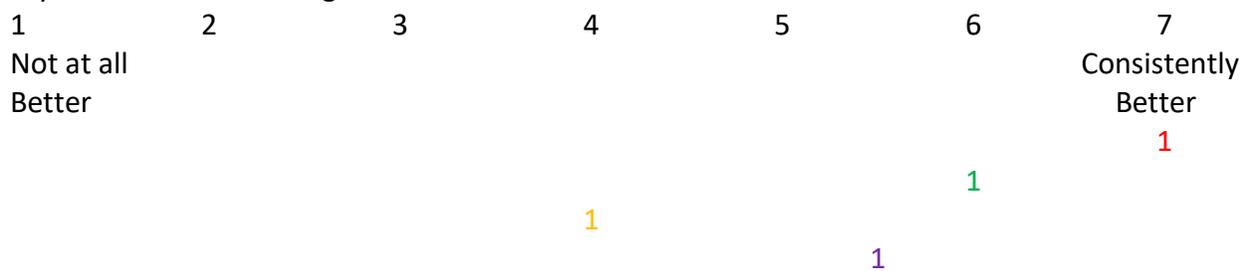
My students are handling conflict better:



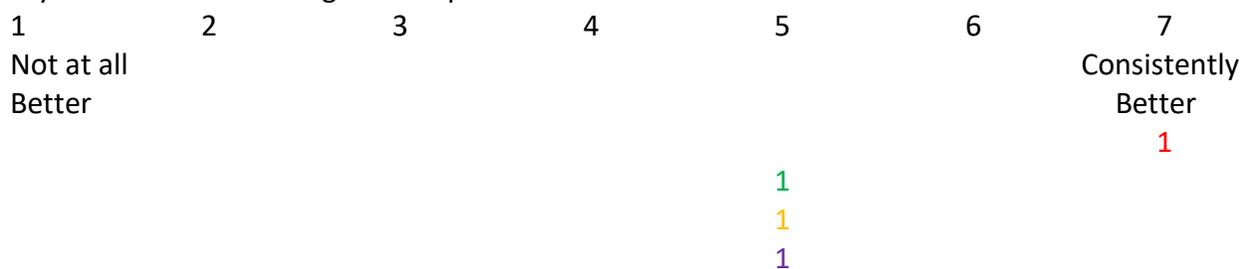
My students are expressing and managing their strong emotions better:



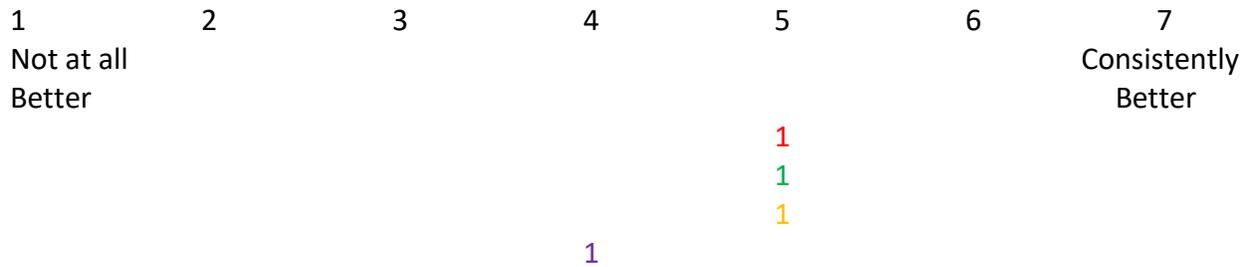
My students are listening to me better:



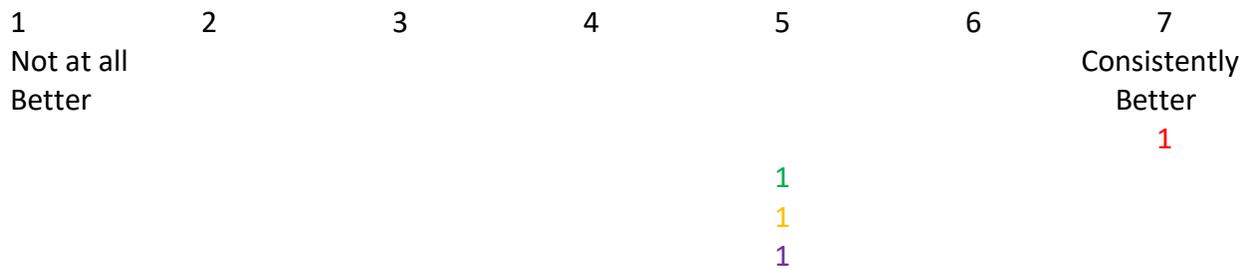
My students are listening to their peers better:



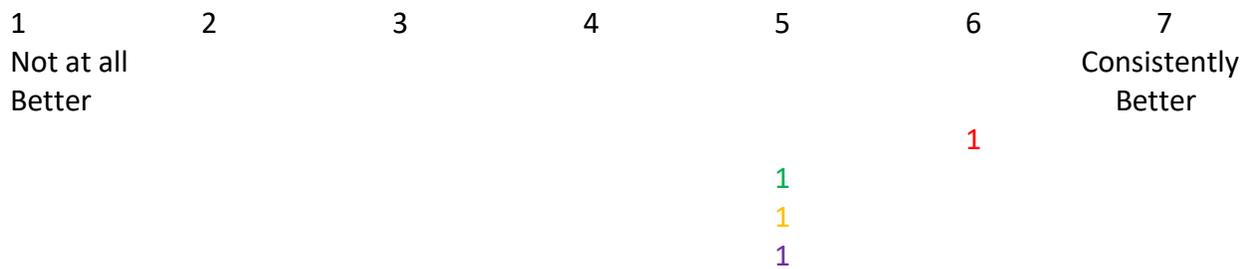
My students are expressing their thoughts and feelings more productively:



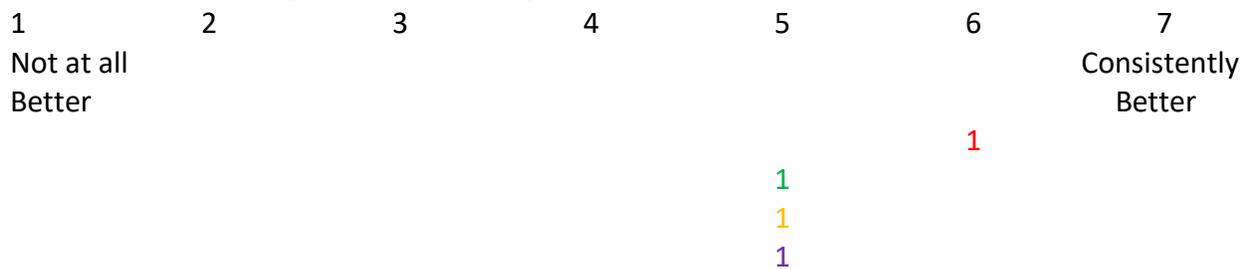
My students are listening to the thoughts and feelings of others better:



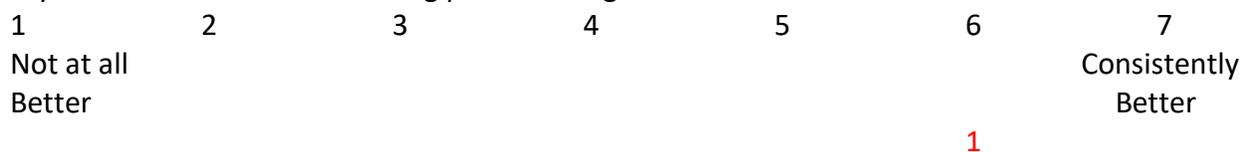
My students are doing better at selecting a course of action that helps create a better outcome for them and others:



My students are doing better at showing more empathy and compassion to other children:

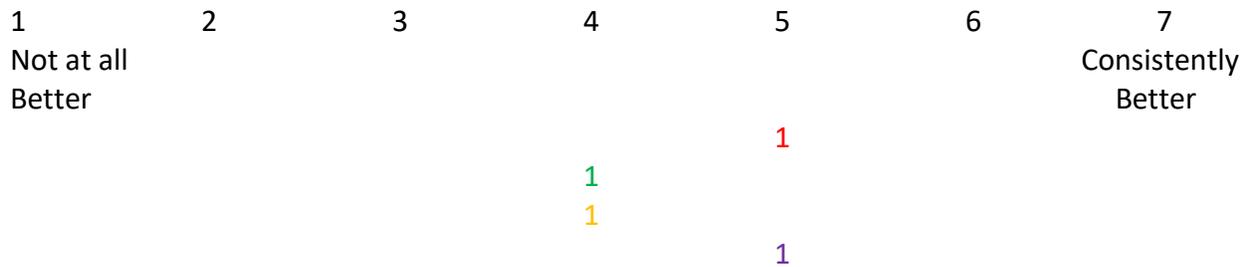


My students are better at solving problems together:

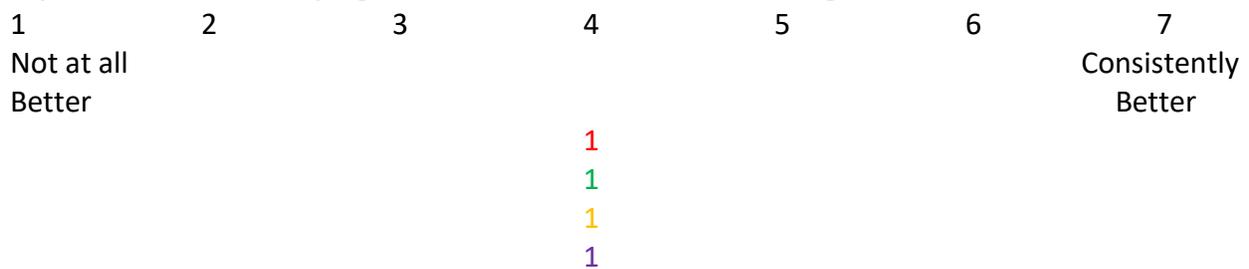


1  
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My students are taking more ownership to help make a situation better:



My students are developing better deliberative decision-making skills:



What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

4 weeks: 50%

8 weeks: 50%

16 weeks: Survey taken right after Winter break: 50%

20 weeks: 50%

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

**Kindergarten Classes**

**Teacher:** \_\_3 Teachers 4 weeks; 4 teachers 8 weeks

**Grade-Level:** \_Kindergarten

***Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:***

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	2			
		1	2	1		
			2	2		
			1	3		

Vaccaro      3; 3; 4; 5  
 Pearse        4; 4; 4; 4  
 Madron        4; 4; 5; 5  
 Holmes        5; 5; 5

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	1	1		
			1	2	1	
		2		2		
			1	2		1

Vaccaro      3; 4; 3; 5  
 Pearse        5; 5; 3; 4  
 Madron        4; 6; 5; 5  
 Holmes        5; 5; 7

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			2	1		
			1	1	1	1

			2		2	1	1
				2	2		
Vaccaro	4; 4; 3; 4						
Pearse	5; 5; 3; 4						
Madron	4; 7; 6; 5						
Holmes	6; 5; 5						

My students are listening to their peers better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			2	1		
			1	1	2	
			3		1	
			3	1		

Vaccaro	4; 4; 4; 5
Pearse	4; 6; 4; 4
Madron	5; 5; 6; 4
Holmes	6; 4; 4

My students are expressing their thoughts and feelings more productively:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			2		1	
		1		2	1	
		2		1		1
			2	2		

Vaccaro	4; 3; 3; 4
Pearse	4; 5; 3; 4
Madron	6; 6; 7; 5
Holmes	5; 5; 5

My students are listening to the thoughts and feelings of others better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

	1	2	3	4	5	6	7
			1	1	3		1
				3		1	
				2	1		1
Vaccaro							
Pearse							
Madron							
Holmes							

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

	1	2	3	4	5	6	7
Not at all Better							Consistently Better
			1	1	1		
			1	1		1	1
			1	3			
				4			
Vaccaro							
Pearse							
Madron							
Holmes							

My students are doing better at showing more empathy and compassion to other children:

	1	2	3	4	5	6	7
Not at all Better							Consistently Better
					2	1	
					3		1
				1	2	1	
				1	1	1	1
Vaccaro							
Pearse							
Madron							
Holmes							

My students are better at solving problems together:

	1	2	3	4	5	6	7

Not at all  
Better

Consistently  
Better

1 2 2 1  
1 2 1  
1 4

Vaccaro 4; 3; 4; 4  
Pearse 3; 5; 3; 4  
Madron 4; 6; 6; 4  
Holmes 5; 4; 4

My students are taking more ownership to help make a situation better:

1 2 3 4 5 6 7  
Not at all Consistently  
Better Better

1 2 2 1 2 1  
1 2 1 1  
4

Vaccaro 3; 2; 3; 4  
Pearse 4; 5; 3; 4  
Madron 3; 6; 6; 4  
Holmes 5; 4; 4

My students are developing better deliberative decision-making skills:

1 2 3 4 5 6 7  
Not at all Consistently  
Better Better

1 1 1 2 2  
2 1 1  
3 1

Vaccaro 4; 3; 3; 4  
Pearse 3; 5; 3; 4  
Madron 2; 3; 5; 5  
Holmes 5; 4; 4

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

4 weeks: VACCARO: 40%; MADRON: 40%; PEARSE: 50%

8 weeks: HOLMES: 50%; VACCARO: 60%; MADRON: 60% (PEARSE DID NOT RESPOND)

16 weeks: Survey taken right after Winter break: VACCARO: 40%; PEARSE: 40%; HOLMES: 40%; MADRON: 90%

20 weeks: MADRON: 50%; HOLMES: 50%; VACCARO: 60%; PEARSE: 75%

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

4 weeks: MADRON: The students have picked up on outside when they see things taking place that is wrong or unkind. My students have also wanted to share more and to protect and defend their classmates—especially if they see someone being unkind.

VACCARO: My kids are showing more signs of compassion.

8 weeks: VACCARO: The children are showing a lot of compassion towards me and each other. They also always bring up “think before you act.”

MADRON: I have noticed that the students notice and point out when someone was kind or doing something kind to someone.

16 weeks: MADRON: They are able to relate CosmoKidz to story characters by telling me from time to time about a character being kind or not and when students point to something they will point out that was kind.

20 weeks: MADRON: There are several very immature students for their age in my room. The developmental stages I feel play a big role in how well things go.

**First-Grade Classes**

**Teacher:** 3 teachers

**Grade-Level:** \_First-Grade

***Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:***

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	1	1		
				2		
		1	1			
		2		1		

Jones            5; 5; 4; 3  
 Greer            3; 5; 3; 3  
 Suarez           4  
 Barnes                5

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			3			
				2		
		2				
		1	1	1		

Jones            4; 5; 3; 3  
 Greer            4; 5; 3; 4  
 Suarez           4  
 Barnes                5

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		2	1			

				1		1
		1		1		
		2				1
Jones	4; 4; 4; 3					
Greer	3; 5; 3; 3					
Suarez	3					
Barnes		5				

My students are listening to their peers better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	2			
			1		1	
		2				
		2			1	

Jones	4; 5; 3; 3
Greer	3; 4; 3; 3
Suarez	4
Barnes	5

My students are expressing their thoughts and feelings more productively:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	1		1	
				2		
			1		1	
		2			1	

Jones	5; 5; 5; 3
Greer	3; 5; 4; 3
Suarez	4
Barnes	5

My students are listening to the thoughts and feelings of others better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better

		1	1	1
			2	2
		1	1	1
Jones	4; 5; 4; 4			
Greer	3; 5; 4; 3			
Suarez	5			
Barnes	5			

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

1	2	3	4	5	6	7
Not at all						Consistently
Better			2	1		Better
			1		1	
		1	1			
		1	2			
Jones	5; 4; 4; 4					
Greer	4; 6; 3; 3					
Suarez	4					
Barnes	4					

My students are doing better at showing more empathy and compassion to other children:

1	2	3	4	5	6	7
Not at all						Consistently
Better			2	1		Better
				1		1
			2			
		1	1	1		
Jones	5; 5; 4; 3					
Greer	4; 7; 4; 5					
Suarez	4					
Barnes	4					

My students are better at solving problems together:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		2		1		

					2
		1	1		
		2	1		
Jones	5; 5; 4; 3				
Greer	3; 5; 3; 3				
Suarez	3				
Barnes	4				

My students are taking more ownership to help make a situation better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		2	1			
		1			1	
		2				
		1	1	1		

Jones	3; 3; 3; 4
Greer	3; 6; 3; 3
Suarez	4
Barnes	5

My students are developing better deliberative decision-making skills:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		2	1			
		1			1	
		1	1			
		3				

Jones	4; 3; 4; 3
Greer	3; 6; 3; 3
Suarez	3
Barnes	3

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

4 weeks: GREER: 20%; SUAREZ: 45%; JONES: 75%

8 weeks: GREER: 60%; JONES: 75-80%

16 weeks: JONES: 50-75%; GREER: 50%

20 weeks: GREER: 30%; JONES: 50%; BARNES: Unsure

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

4 weeks: JONES: 1<sup>st</sup> graders have great ideas; some just struggle to implement the ideas. This is where I see my students.

SUAREZ: This is a very unique class. The majority of my students are positively influenced by CK. Some of my students have a hard time with understanding what is asked by each question of the scenario.

GREER: They like CK but I am trying to undo years of learned behavior so it's going to take longer than a month.

8 weeks: GREER: Regarding handling conflicts and strong emotions better, the worst students are still horrible. It seems to have a more positive impact on the students who are not a problem.

JONES: The kids really enjoy interacting with the puppet.

16 weeks: GREER: I have noticed that the students know the right answers to say and do. However, it seems to me that it is working with the kids that already behave. The ones that don't still make bad choices.

JONES: My students can tell me what they should do but do not show in actions often.

20 weeks: GREER: I see more growth with the more behaved students. The troublesome students, not so much.

JONES: Students can tell me the correct/right decision to make but are not making the right decision.

Second-Grade Classes

Teachers: 3 teachers; week 20, 4 teachers

Grade-Level: 2<sup>nd</sup> Grade

*Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:*

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1	1	1	
			1	1		1
			1	1	1	
			2	1	1	

Anthony      4; 4; 4; 4  
 Lindsey      6; 5; 5; 5  
 Illg          5; 7; 6; 6  
 Bader              4

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1		1	1	
			3			
			1	1	1	
			3	1		

Anthony      3; 4; 4; 4  
 Lindsey      6; 4; 5; 4  
 Illg          5; 4; 6; 5  
 Bader              4

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1	1		1
				2		1
				2	1	

					3		1
Anthony	4; 5; 5; 5						
Lindsey	7; 5; 5; 5						
Illg	5; 7; 6; 5						
Boder	7						

My students are listening to their peers better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				2	1	
		1	1	1	1	
				2	1	
			2	2		

Anthony	5; 4; 5; 4
Lindsey	6; 5; 5; 5
Illg	5; 3; 6; 5
Bader	4

My students are expressing their thoughts and feelings more productively:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1		2	
			1	1		1
				2	1	
			3	1		

Anthony	4; 4; 5; 4
Lindsey	6; 5; 5; 4
Illg	6; 7; 6; 5
Bader	4

My students are listening to the thoughts and feelings of others better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
			1	1	1	
			1	2		
			1	1	1	
			2	2		

Anthony 4; 5; 5; 4  
 Lindsey 6; 5; 4; 4  
 Illg 5; 4; 6; 5  
 Bader 5

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1		1	1	
			1	1		1
			1	1	1	
			1	2	1	

Anthony 3; 5; 5; 5  
 Lindsey 6; 4; 4; 5  
 Illg 5; 7; 6; 6  
 Bader 4

My students are doing better at showing more empathy and compassion to other children:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
				2		1
			1	1		1
			1	1	1	
			1	2		1

Anthony 5; 4; 5; 5  
 Lindsey 7; 5; 4; 5  
 Illg 5; 7; 6; 7  
 Bader 4

My students are better at solving problems together:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	1	1		
		1	1	1		
			1	1	1	
			2	1	1	

Anthony 3; 3; 4; 4

Lindsey 5; 4; 5; 4  
 Illg 4; 5; 6; 6  
 Bader 5

My students are taking more ownership to help make a situation better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
	1		2	1		
				1	1	
				2	1	
			2	1	1	

Anthony 4; 2; 5; 4  
 Lindsey 5; 5; 5; 4  
 Illg 4; 6; 6; 6  
 Bader 5

My students are developing better deliberative decision-making skills:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
		1	1	1		
		1		1		1
			2		1	
			3		1	

Anthony 3; 3; 4; 4  
 Lindsey 5; 5; 4; 4  
 Illg 4; 7; 6; 6  
 Bader 4

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

- 4 weeks: ANTHONY: 60%; LINDSEY: 75%; ILLG: 75%
- 8 weeks: LINDSEY: 45%; ANTHONY: 50%; ILLG: 80%
- 16 weeks: Survey given just after Winter break: ANTHONY: 50%; LINDSEY: 60%; ILLG: 85%
- 20 weeks: BADER: 45%; ANTHONY: 50%; LINDSEY: 70%; ILLG: 80%

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

4 weeks: ANTHONY: Some of the skills the students have a hard time applying

8 weeks: ANTHONY: They can verbalize the lessons during the morning, but struggle to demonstrate the lessons toward the end of the day.

LINDSEY: They love the puppet and the interaction in our class.

ILLG: Survey #2,4,6,9: We are working on this now. Survey #10: There are only a few students who are not getting this.

16 weeks: ANTHONY: I find they perform the skills diligently. By mid-day, the skills are abandoned prompting a second lesson.

ILLG: Their behavior is improving.

**Third-Grade Classes**

**Teacher:** \_\_4 teachers (3 teachers during a 6 week maternity leave)

**Grade-Level:** \_ 3<sup>rd</sup> Grade

***Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:***

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			1	2		
			2	2		
			1	2		
1*		1	2			

Kisser        5; 4; 5; 4  
 Jackson      5; 5; 5; 3  
 Philipson    4; 4; 4; 4  
 McKay        1; 5    1

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
	1		1	2		
		1		3		
			1	2		
1*		2	1			

\*Newly back from maternity leave

Kisser        5; 3; 5; 3  
 Jackson      5; 5; 5; 3  
 Philipson    4; 5; 4; 4  
 McKay        2; 5    1

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1				2	1	
				4		



Better

Better

1			2		1	
			2		2	
			2		1	
1*		1** 1	1			1**

\*Newly back from maternity leave

\*\* 3, during regular class; 6, during CosmoKidz discussions

Kisser 4; 4; 5; 3 (during regular classes); 6 (during CosmoKidz discussions)

Jackson 4; 4; 4; 3

Philipson 5; 5; 4; 4

McKay 1; 5 1

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
	1		2		1	
		1	2		1	
		1		2		
	1*	2	1			

\*Newly back from maternity leave, and when prompted

Kisser 4; 3; 5; 3

Jackson 4; 4; 3; 3

Philipson 5; 4; 5; 4

McKay 2; 6 2 (when prompted)

My students are doing better at showing more empathy and compassion to other children:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			1	2		
			3	1		
			1	1	1	
1*			2	1**		

\*Newly back from maternity leave

\*\*Some of my students

Kisser 5; 4; 6; 5 (some of my students)

Jackson 4; 4; 5; 4

Philipson 5; 4; 4; 4

McKay 1; 5 1

My students are better at solving problems together:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			2	1		
			2	2		
		2		1		
	1*	1	2			

\*Newly back from maternity leave

Kisser 4; 4; 5; 4  
 Jackson 4; 4; 3; 3  
 Philipson 5; 5; 3; 4  
 McKay 1; 5 2

My students are taking more ownership to help make a situation better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			2	1		
			2	2		
		2	1			
	1*	1	2			

\*Newly back from maternity leave

Kisser 4; 4; 4; 4  
 Jackson 4; 4; 3; 3  
 Philipson 5; 5; 3; 4  
 McKay 1; 5 1

My students are developing better deliberative decision-making skills:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			2	1		
		1	1	1	1	
		1	2			
	1*	1	2			

\*Newly back from maternity leave

Kisser 4; 3; 4; 4  
 Jackson 4; 4; 4; 3

Philipson 5; 5; 3; 4  
McKay 1; 6 1

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

4 weeks: KISSER: 50%; JACKSON: 50%; PHILIPSON: 20% (MCKAY: didn't answer)

8 weeks: KISSER: COSMOKIDZ 75% (25% maturity and procedures); JACKSON: 40%; PHILIPSON: 50%; McKay: 60%

16 weeks: KISSER: 80% Maturation is helping

20 weeks: PHILIPSON: 20%; JACKSON: 30%; KISSER: at least 50% (McKay didn't answer)

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

4 weeks: PHILIPSON: Although we are still learning, most students have a reference for making better choices.

McKAY: My students are great with the conversations, but don't or can't transfer it to real life situations.

KISSER: #1: Some students are better than others; #3 My students are listening to Bernard (puppet) better—they don't want him to be sad; #4: A work in progress. Overall comment: The students enjoy our daily sessions. If I try to go right into an activity they remind me...

8 weeks: KISSER: The students are enjoying this program, and there have been some improvements.

16 weeks: PHILIPSON: I am not noticing much change in behavior. Since Christmas break, students have digressed.

20 weeks: KISSER: Students love the lessons and their behavior changes for the better—at least 50%

**Fourth-Grade Classes**

**Teacher:** \_\_4 teachers (3 teachers during a 6 week maternity leave)

**Grade-Level:** \_ 3<sup>rd</sup> Grade

***Since using CosmoKidz/Tweenz in your class, how would you rate the following behavior of most of your students:***

My students are handling conflict better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			1	2		
			2	2		
			1	2		
1*		1	2			
Kisser	5; 4; 5; 4					
Jackson	5; 5; 5; 3					
Philipson	4; 4; 4; 4					
McKay	1; 5 1					

My students are expressing and managing their strong emotions better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
	1		1	2		
		1		3		
			1	2		
1*		2	1			

\*Newly back from maternity leave

Kisser	5; 3; 5; 3
Jackson	5; 5; 5; 3
Philipson	4; 5; 4; 4
McKay	2; 5 1

My students are listening to me better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1				2	1	
				4		



Better

Better

1			2		1	
			2		2	
			2		1	
1*		1** 1	1			1**

\*Newly back from maternity leave

\*\* 3, during regular class; 6, during CosmoKidz discussions

Kisser 4; 4; 5; 3 (during regular classes); 6 (during CosmoKidz discussions)

Jackson 4; 4; 4; 3

Philipson 5; 5; 4; 4

McKay 1; 5 1

My students are doing better at selecting a course of action that helps create a better outcome for them and others:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
	1		2		1	
		1	2		1	
		1		2		
	1*	2	1			

\*Newly back from maternity leave, and when prompted

Kisser 4; 3; 5; 3

Jackson 4; 4; 3; 3

Philipson 5; 4; 5; 4

McKay 2; 6 2 (when prompted)

My students are doing better at showing more empathy and compassion to other children:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			1	2		
			3	1		
			1	1	1	
1*			2	1**		

\*Newly back from maternity leave

\*\*Some of my students

Kisser 5; 4; 6; 5 (some of my students)

Jackson 4; 4; 5; 4

Philipson 5; 4; 4; 4

McKay 1; 5 1

My students are better at solving problems together:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			2	1		
			2	2		
		2		1		
	1*	1	2			

\*Newly back from maternity leave

Kisser 4; 4; 5; 4  
 Jackson 4; 4; 3; 3  
 Philipson 5; 5; 3; 4  
 McKay 1; 5 2

My students are taking more ownership to help make a situation better:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			2	1		
			2	2		
		2	1			
	1*	1	2			

\*Newly back from maternity leave

Kisser 4; 4; 4; 4  
 Jackson 4; 4; 3; 3  
 Philipson 5; 5; 3; 4  
 McKay 1; 5 1

My students are developing better deliberative decision-making skills:

1	2	3	4	5	6	7
Not at all						Consistently
Better						Better
1			2	1		
		1	1	1	1	
		1	2			
	1*	1	2			

\*Newly back from maternity leave

Kisser 4; 3; 4; 4  
 Jackson 4; 4; 4; 3

Philipson 5; 5; 3; 4  
McKay 1; 6 1

What percentage of the positive changes in behavior would you attribute to the conversations you are having with your students using CosmoKidz/Tweenz?:

4 weeks: KISSER: 50%; JACKSON: 50%; PHILIPSON: 20% (MCKAY: didn't answer)

8 weeks: KISSER: COSMOKIDZ 75% (25% maturity and procedures); JACKSON: 40%; PHILIPSON: 50%; McKay: 60%

16 weeks: KISSER: 80% Maturation is helping

20 weeks: PHILIPSON: 20%; JACKSON: 30%; KISSER: at least 50% (McKay didn't answer)

Is there anything else you'd like to tell me about the connection between the skills and abilities of your students and the use of CosmoKidz/Tweenz?

4 weeks: PHILIPSON: Although we are still learning, most students have a reference for making better choices.

McKAY: My students are great with the conversations, but don't or can't transfer it to real life situations.

KISSER: #1: Some students are better than others; #3 My students are listening to Bernard (puppet) better—they don't want him to be sad; #4: A work in progress. Overall comment: The students enjoy our daily sessions. If I try to go right into an activity they remind me...

8 weeks: KISSER: The students are enjoying this program, and there have been some improvements.

16 weeks: PHILIPSON: I am not noticing much change in behavior. Since Christmas break, students have digressed.

20 weeks: KISSER: Students love the lessons and their behavior changes for the better—at least 50%

## **Appendix E**

### **Baseline Deliberation**

First Modified Deliberation  
Independence Leadership Academy—Kindergarten Through Fourth-Grade  
August 15, 16, 19, 2019

#### Background Information

This first modified deliberation is an attempt to gauge the ability of all kindergarten through fourth-grade students to talk about what they like and don't like about 3 options. The students have not had any exposure to CosmoKidz conversations and/or other modified classroom deliberations. The deliberation occurred within the first month of the school year. The topic and choices were decided by the teachers and were consistent across every class and grade-level. All kindergarten through fourth-grade classes participated for a total of 350 students.

The teachers want to know what their students like and don't like about three different types of rewards: Activities, food, or toys. Each teacher explained the purpose of the deliberation (to help the teacher understand his/her students' preferences by allowing them to talk about what they like and don't like about three possible rewards). After describing the purpose of the activity, each teacher assigned students to three or four small groups. A trained college student facilitated a discussion about the 3 options, asking her small group to discuss what they liked and didn't like about each option. After the modified deliberation, the college student from each small group gave a summary to the class. Many, but not all, of the small groups voted on their preferred option after the deliberation. The comments were captured on large flip chart notes. I have transcribed these notes word for word; you will find the summary below.

If you are interested in knowing what each small group said about what they liked and didn't like about each option, you will find their responses clustered in the same order (for example, the kindergarten classes had a total of nine small groups: group #1 has the first clustered set of answers for each option, group #2 has the second set of clustered responses, with the last set of clustered responses coming from small group #9). There is one discrepancy in the notes that I received: A third grade group has an extra "toys" option. My assumption is that the other two options (Activities and Food) were misplaced.

The favorite option for the kindergarten and second grade students was a tie between toys and food. The first- and fourth-grade students liked the option of toys the best and the third-grade students liked the option of food the best. None of the classes liked the option of activities as their first choice.

#### Analysis

A set of questions that this first deliberation is attempting to answer is to what extent are the students able to take a "meta view" of each option (what they like and don't like about the

option as a category) as opposed to describing the specific activities, food, and toys they like and don't like? Can children as young as five think that abstractly? Is there a progression of abstract thinking as the children get older? A second question is what kinds of reasons do the children provide for liking or not liking a category? Do the reasons change as the children get older or is there consistency across grade-levels? This analysis will address these questions.

*To what extent are the children able to take a meta view of each option? Is there a progression of abstract thinking as the children get older? And, what kinds of reasons do the children provide?*

There were children in every grade-level who provided reasons for liking or not liking each option as a category. For the kindergarten students, almost all of their answers were descriptions of the activities, food, and toys that they wanted or didn't like. However, there were two reasons for liking the category of activities (because these things are fun and activities can make you happy) and two reasons for not liking the category (I wouldn't like to wake up early and if we make a mess, parents will be mad). With the exception of one response (I would want it when I'm hungry) the kindergarteners only described the foods that they liked. However, they provided five reasons for not liking the category of food (throwing up, my belly will hurt, food will make me big...); all other responses were the kinds of food they didn't like. For the category of toys, there were five reasons for liking this category, one of which was about sharing (I like to share toys with others). Most impressively, there were nine out of a total of thirty-four ideas for not liking the category of toys—they can get lost, I might not like the toy, toys can get smashed, they can get dirty, etc. Even though the vast majority of responses were descriptions of what kinds of activities, food, and toys they liked and didn't like, there were twenty-four overall responses that took a meta perspective on the options.

There was a jump in overall meta responses from the first-grade students. In all, there were fifty-nine responses (verses twenty from the kindergarten students) for why the students liked or didn't like the category of activities, food, or toys, although the majority of their responses were still at the level of what kinds of activities, food, or toys they wanted or didn't like. For the option of activities, there were six reasons for liking this category (most notably, kids will like coming to school more with new activities) and fourteen reasons for not liking the category (activities might be boring, I might be angry because I'm doing an activity I don't want to do, kids might get hurt, etc.). The students were able to describe reasons for not liking the category of food much easier than describing reasons for liking this category. There were sixteen responses for not liking food as a reward. Some examples, I don't like food as a reward, the food might not be healthy, we might get sick or throw up, etc. verses three responses for why food would be a good reward (it would make us happy to have food). For the last category of toys, the students named five reasons for liking this option, mostly around the positive emotions of receiving a toy. They described fifteen reasons for not liking toys as a category. Some of the reasons reflected how toys might affect relationships (some kids wouldn't want to share, and kids might be sad seeing someone else with a better toy) while others were the practicality of toys as a reward (they can break, you might not get a good toy, they can be taken away, etc.).

The level of abstraction of the second-grade students was a slight jump from the first-grade students. They had a total of sixteen reasons for liking a category (eight for activities, three for food, and five for toys) but forty-eight reasons for not liking a category (thirteen for activities, sixteen for food, and seventeen for toys). Many of the reasons are similar to the previous grades, although the second-grade students are also beginning to imagine future outcomes for some of these options. For example, for the first time, students are talking about the possibilities of cavities as a reason for not liking food as an option. Having said that, the majority of their responses, like the previous grades, are still at the level of providing information about the types of activities, food, and toys they like and don't want.

The largest jump in the children's ability to talk about each option from an abstract, meta perspective came from the third-grade students. A total of two hundred and five responses were at the meta level. Like all other grades, these students also had an easier time describing what they didn't like about the option as category more than what they liked about the option (seventeen responses described what they liked about activities verses thirty-three describing what they didn't like; twenty-six responses described what they liked about the option of food as a reward verses forty-seven reasons for not liking the option; and, twenty-seven reasons for liking toys as an option verses fifty-six reasons for not liking this option). A sizable number of responses for why they *liked* each option were still at the level of describing what kind of activity, food, or toy they wanted. However, most all of the reasons for *not liking* an option were descriptions about the category itself rather than the kinds of activities, food, or toys they didn't want.

Their reasons for liking or not liking an option as category were similar to the previous grades. Students liked the idea of going to new places and having fun (category of activities) but they also thought that the weather conditions might not be good, or the activity would be one that students didn't like. One group said that the school buses are too hot for field trips, so this group was able to think abstractly about what a field trip would entail (an uncomfortable bus ride). For the category of food, examples for why the students said they liked this as a reward included, food makes people happy and smart, it's healthy and gives you energy, and sometimes we're hungry so having food will help us not be so hungry. Their reasons for not liking food as an option were consistent with the other grades and included, getting a stomach ache, feeling sick, getting a tooth ache, having people steal your food, etc. When talking about what they liked about toys as an option, students said they would be thankful to have a new toy, they can play with and share their toy with their friends and siblings. However, they were also aware that you can lose your toys, they can break, some people wouldn't want to share their toy, toys can hurt people, someone can take your new toy, etc.

I did not find a progression of abstract thinking between the third- and fourth-grade students. Interestingly, the fourth-grade students didn't do quite as well as the third-grade students. They had a total of one hundred thirty-three overall responses that were at the meta level, with thirty-two reasons for liking an option (eleven for activities, eight for food, and thirteen for toys) and one hundred one reasons for not liking an option (thirty-one for activities, forty-one for food and twenty-eight for toys). When they did talk at the meta level, most of their reasons

for liking or not liking an option were the same as the other grades. The one exception is that these students did seem to place a greater emphasis on the possibility of getting hurt than the other grades. All three options contained reasons for not liking the option based on this concern. Some of the reasons were, the activity might be dangerous, someone could get hit in the head, you could fall, cut yourself, poke an eye out, you could get sick, throw up, have a stomach ache, get a tooth ache, get cavities, hurt yourself on a toy, etc.

The chart below indicates the break-down of responses by choice. The smiley face emoji indicates the number of responses for liking the option. The sad face emoji represents the number of responses for not liking the option. The total represents the number of overall responses and the Meta total indicates the overall responses that were more abstract (reasons for liking or not liking the category). The overall percentages of meta responses per grade are the following: 5.7% kindergarten; 17.7% first-grade; 21.3% second-grade; 54% third-grade; and, 36.2% fourth-grade.

	Activities 😊	Activities 😞	Food 😊	Food 😞	Toys 😊	Toys 😞	TOTALS
Kinder Total	87	40	125	41	93	34	420
Kinder Meta	2	2	1	5	5	9	24
1st Total	71	39	75	46	68	35	334
1st Meta	6	14	3	16	5	15	59
2nd Total	61	34	68	43	59	35	300
2nd Meta	8	13	3	16	5	19	64
3rd Total	77	42	78	50	72	60	379
3rd Meta	16	33	26	47	27	56	205
4th Total	93	41	81	49	68	35	367
4th Meta	11	31	8	41	13	29	133

The rest of this document contains the specific responses from each grade-level and class. As I previously stated, if you are interested in knowing what each small group said about what they liked and didn't like about each option, you will find their responses clustered in the same order (for example, the kindergarten classes had a total of nine small groups: group #1 has the first clustered set of answers for each option, group #2 has the second set of clustered responses, with the last set of clustered responses coming from small group #9). There is one discrepancy in the notes that I received: A third grade group has an extra "toys" option. My assumption is that the other two options (Activities and Food) were misplaced.

To make it easy to tell the differences between a response that is at a meta level verses a response that merely describes an activity, food, or toy that the students like or don't want, I have *italicized the meta responses*.

### Kindergarten Classes

There are currently four kindergarten classes with a total of 87 students. At the time of the deliberation, there were three kindergarten classes and a total of nine small groups participating in the deliberation.

### **Choice #1: Activities**

#### What I Like:

- Play outside with my other friends
- Balloon games
- Bubbles
- Scavenger hunts
- Go to Mississippi trip
- Go to the hotel
  
- Something with music
- Talk/playing games at recess (going outside)
- Coloring
- Reading games
- Playing on the computer
- I would love to play on the swings if we had them
- Jump rope
  
- I would like to go outside and play more
- Jump on the trampoline
- Bigger play ground
- Big swimming pool
- Water slide/Go to a water park
- Hot tube
- Racing
  
- Nap everyday
- Dance and play
- Watch a movie
- Play with toys
- Eat popcorn
- Listen to music

- Swim
- Go to the zoo
- Fish
- Pizza party
- Toys
- Yummy chocolate
- Bounce house
- YouTube channel
- Baby shark
  
- Play Wii
- Play Xbox
- Extra time on the playground
- Game Day
- YouTube day
- Recess
- Funny Mike to come
- Come to my house and play the game
  
- Water balloons
- Toys
- YouTube day
- JoJo
- Water park field trip
- Fishing field trip
- Playground
- Super hero sonic
- Snakes
- Horse riders
- Cart wheels
- Spiderman 2 movie night
- Drawing
- Scary movies
  
- Slime party
- Field trips
- Strawberry patch
- Bowling
- Make rainbows
- On a boat
- Glitter party

- I would like to play with toys
  - Barbies
  - Fun party
  - A pool party
  - Water park
  - Field trips to the zoo or fishing
  - Build a snowman
  - Monster truck show
  - Bake a cake
  - *Because these things are fun*
- 
- Going out to play with dolls
  - Water slide
  - Going to the water park
  - Playing on the stairs
  - Trampoline
  - Playing with animals
  - Catching bird
  - Finding treasure
  - Petting horses
  - Going to the beach
  - Building sand castles
  - Have fun teachers
  - *It makes you feel good*

What I Don't Like:

- Leaving the slide
  - Home work
  - Cleaning up
- 
- Games that involve hitting
  - No fighting anybody activities
  - No playing with boys; Only girls because girls' rule
- 
- I don't like the sun and going outside
  - I wouldn't like knocking down stuff
  - *I wouldn't like to wake up early to do those things*
- 
- Note home
  - Red behavior color
  - *If we make a mess parents will be mad*
  - Scary movies make me cry

- My mommy will turn off YouTube
  
- Bossing people around
- Biting people
- Being mean
- Crying
- Yellow faces
- Hitting and punching people
- Calling people ugly
- Slapping and choking
- Telling people you're going to kill them
- Telling the teacher all the time
- Pushing and shoving
  
- Don't like snakes
- Don't like spiders, alligators, horse noise
- Lava
- I don't like scary movies
  
- Playing in the dirt
- Exercise
  
- Clowns
- Broken dolls
- Dolls with dirty clothes
- No video games
  
- I don't want any sugar activities
- I don't want to go to the beach because I might drown

**Choice #2: Food**

What I like:

- Popsicles
- Chicken and pizza
- Ice cream
- Gravy and rice and beans
- Snowball
- Yogurt
- I love everything/I love to eat
- Sandwich

- Fruits
- Cupcakes
- Chips
- Waffles and pancakes
  
- Cookies, cake and popcorn
- Burgers and fries
- Sour candy
- Blue frosty popsicles
- Ice cream
- Watermelon
- I would like snacks and sweets because we are always good at school
  
- Peanut butter and jelly sandwich
- McDonald's cheese burger and fries
- I like noodles
- Macaroni and cheese
- Strawberry shortcake
- *Because I would want it when I'm hungry*
  
- Grits
- Grapes
- Stuffed chicken
- Sugar grits
- Sour cream chips
- Salt chips
- Hot chips
- Pepper chips
- Popcorn
- Cheese puffs
- Doritos
- Cheese balls
- Cheez-it
  
- Pancakes
- Spaghetti
- Pepperoni pizza
- McDonald's fries
- Cheese pizza
- Chicken nuggets
- Donuts
- Oreos

- Cereal
- Chicken
- Strawberries
- Apples
- Watermelon
- Strawberry ice-cream
- Chocolate chip ice cream
- Banana ice-cream or smoothie
- Chocolate
- Carrots
- Noodles
- BBQ sauce
- Hot sauce
- Cheese
- Burgers
- Hot Cheetos
- Skittles
- Sandwich
- Eggs

- Pizza
- Pizza rolls
- Chocolate
- Chocolate milk
- Mashed potatoes
- Chicken nuggets
- Water melon
- McDonald's
- Kids meal
- Mac and cheese
- Fried fish
- Steak
- Eggs
- Mayo
- Grapes
- Apples
- Cheese grits
- Jelly

- Pies
- McDonalds
- Ice-cream with sprinkles

- Apples
  - Cupcakes
  - Chips
  - Snowball
  - Tacos
  - Pizza
  - Gummy bear
  - Candy
  - Cookies
  - Chicken
  - Chocolate
- 
- Popcorn
  - Mac and cheese
  - Pizza
  - Sloppy Joes
  - Cake
  - Hot chips
  - Banana
  - Rainbow sucker
  - Ice-cream
  - Cookies
  - Smores
  - Candy
  - Lemons
- 
- Chips
  - Ice-cream
  - Burger
  - Pizza
  - Chicken
  - Mac and cheese
  - Smoothie king
  - Apples
  - Butter fingers
  - Cake
  - Ice-cream cake
  - Fruits
  - Snicker ice-cream
  - Snowball
  - Pie

What I don't like:

- Cheese
- Broccoli
- Beans
- Old candy
- Rotten fruit like bananas
- *I will feel grumpy in my stomach*
  
- Peanuts
- Broccoli and cheese
- Soup and potatoes
- *Might be nasty*
- *I will throw up*
- Yucky
  
- Broccoli
- Potatoes and onions
- Carrots
- Peanut butter is nasty
- *Too much food will make me big*
- *My belly will hurt bad*
  
- I hate hot chips
- Cherry and chocolate are nasty
- Egg yolks are nasty
  
- Broccoli
- Mustard
- Ketchup
- Cheese
- No tacos—it makes me poop
  
- Broccoli
- Carrots
- Cucumbers
- I don't like cheese
  
- Eggs
- Popeyes
- Veggies
  
- Veggies

- Cheese
- Spoiled ice-cream
- Peanut butter
- Caramel
- Because they are nasty
  
- Nasty food
- Veggies

### **Choice #3: Toys**

#### What I like:

- Race cars
- Trains
- Motor bikes
- Boss baby
- Toys are super fun
- Barbie dolls
- Toy Story 4 toys
  
- Barbie and princess dolls
- Dinosaur toys
- Basketball/Football toys
- *Because they are fun to play with*
- *I would like to get it because my mom don't like to buy things*
  
- Toy puppies that I can walk
- Mermaid
- Barbie car
- Shopping cart toy you can put baby in
- Paul Patrol
- *It will make me feel better*
  
- Dolls
- Action figures
- Spiderman
- Sponge Bob
- Battle boys
- Race cars
- 100 million toys
- Slime light up toys

- *I like to share toys with people*
- Nerf guns
- Xbox
- Trampoline
- Baby alive
- Watching the stars
- Flash
- Sonic
- All the toys
- 10 stations
- Toys
- Slime
- 75 play stations
- Pepsi slime
- Spiderman
- Batman
- Superman
- Mickey mouse
  
- Barbie dream house
- Race car
- Chucky
- Jason
- Michael Myers
- Motor bike
- Race bike
- My baby brother and his toys
- Grand theft auto
  
- Trucks
- Baby doll and baby alive
- Toy bugs
- Slime
- Glitter
- Barbie
- Toy animals
- Unicorn
- Puppy
- Blocks
- Mermaids
- Legos
- Trucks

- *They're fun to play with*

- Barbie dolls
- Yoyo
- Chuckie doll
- Barbie doll house
- Play house
- Play dress-up
- Transformer
- Unicorn toy
- Wonder Woman doll
- Army set
- Super hero
- A toy doggie
- A mermaid tail
- Lego blocks
- Barbie car

- Paw patrol cars
- Barbie dolls
- Peter Pan
- Princess dolls
- Basketball goals
- Iron man
- Fitball
- Baseball
- Batman
- Superman
- Doll houses

What I don't like:

- I don't like girl toys
- Don't like broken toys
- *Maybe because we will lose them and get mad*
  
- Stuff like a crunchy doll
- I wouldn't want a crazy silly doll
- Scary toys aren't fun
- No puppet dolls
- *I might not like what they give us*
  
- Don't like baby dolls

- *It might be toys that we don't like*
- Scary baby doll that says come play with me
- *If they give me a girl toy I will run home and cry because I'm a boy*
  
- *Parents will be mad for the mess*
- Ask permission
- *We will dirty things up*
- *We will get candy on it*
  
- No paw patrol
- *People smash people's toys*
- Eat toys
- *Throwing toys at one another*
  
- I don't like bad toys
- I don't like Jason toy
- Scary toys
  
- Scary toys
- Chuckie doll
- Scary doggie
  
- An old tree house
- A horse
  
- Vanons
- Spider man
- Batman
- Because they are creepy
- Chuckie
- Annabelle

### First-Grade Classes

There are three first-grade classes with a total of 73 students broken into eleven small groups.

### **Choice #1: Activities**

#### What I like:

- Go to the beach with class
- Play on the slide
- Arts and crafts

- Spin the wheel until I get a toy
  - Play outside on the swing
  - Play with slime
  - Go on a field trip to a water park
- 
- Computer time
  - Extra recess
  - Playing with balls outside
  - Extra center time
  - Having extra question time
  - Play with slime
  - Having science in class
  - Having a party in class
- 
- I just want to learn
  - Extra coloring time
  - Field trip to pick apples
  - Make ice-cream
  - I want to go on a water slide as a class
- 
- Hop scotch
  - A science center
  - Soccer, football games
  - Jump rope competitions
  - Apply bobbing (try to get the apple out of the water with your mouth)
  - *It will be fun and make us want to do the right thing*
- 
- Jump rope
  - Basketball
  - Swimming pool
  - Play at the playground for a long time
  - *I will be happy*
- 
- Football game/basketball
  - Fun stuff
  - Four corners at P.E. We used to do it and I want to start back
  - *The kids will love coming to school more if we get new activities*
- 
- Water slides
  - Pools
  - Bubbles
  - Water park

- Playground
- Trampoline
- Watch cartoons
- Go to sleep
- Rescue box
- *These activities will make me happy*
- Go cart
  
- Go to park
- Water park
- Play super hero
- Play with toys
- I want to eat
- Play on the computers
- Super hero books
- Play outside
- Have a water fight with water balloons
- Slime party
- *I think these things are great*
  
- I like to play with my teacher
- I like to color
- I like to write
- I like to go to recess
  
- I like to play with bubbles
- *I like unbreakable stuff that you can do*
- I like to play with basketballs
- I love playing with silly string
  
- I like P.E.
- I like to read
- I like to go outside and play
- I like art
- I like going to the library
- I like to sit in my room with my mom

What I don't like:

- I don't like slime
- I don't want to go fishing
- *My hands will get dirty from playing outside*
- *Can't play outside if it's raining or it's too hot or too cold*

- *I can't use scissors for crafts*
- *People are mean to me, I wouldn't want to play with others*
- People don't like my name
- Call me names
- Someone will push me down
- *I would get hot outside*
- I don't want to go outside, just because
- I don't like to color; it's boring
- I don't like to eat at school
- I don't want to go to school
- *Activities might be boring*
- *I will be angry because I probably wouldn't want to do these activities*
- *Because I might get punished and wouldn't be able to participate in these activities*
- *I wouldn't like it and maybe not want to do it*
- *Someone might push him on the ground when they run*
- *They might try to fight or beat you up while you're doing that activity*
- *I wouldn't like toys*
- I hate baby toys
- *I wouldn't like no one bullying me*
- *Not having to play with my friends*
- Don't like playing with dirt
- I don't want to do math
- I don't want to do homework
- You can poke yourself with a marker
- You can run on the playground
- You can bump into someone
- They make me sad
- I don't like writing
- I don't like cutting activities because I can cut myself
- I don't like falling off my bike
- I don't like when we don't play
- I hate going to P.E.

- I don't like being on the color yellow
- I don't like getting muddy when I go outside
- I don't like being wet

## Choice #2: Food

### What I like:

- I would want pizza
- Ice cream, spaghetti, hot dogs
- I would want airheads and artichokes
- Hamburgers and fries
- I like Sonic and McDonalds as lunch
  
- I like tacos
- Hamburgers, quesadillas, fries
- I would want Taco Bell, McDonalds, Wendy's as a lunch
- Gummy bears, goldfish, cheese its, chocolate, chips, hot chips
  
- I want pizza
- I like hot chips
- I want salad for lunch!!!
- I like noodles
- I like broccoli and cheese
- Chips with cheese as a snack
  
- Big chicken legs
- Candy for lunch
- Sour and sweet candy
- *It will make us so happy (the only thing a kid will hope for)*
- Corn dogs
- Granola bars and rice crispy treats
  
- Candy/snacks
- Fries
- Ice-cream/cotton candy
- *I will feel happy inside to get it as a reward*
- Sandwich from McDonalds
- A regular sandwich
  
- Healthy food
- Pizza—better than the one that they give us
- Chicken, gravy and rice and corn bread

- Snacks/candy
- Hot chips
- Popsicles
  
- Ice-cream
- Chips
- Lunchables
- Root beer
- Mac and cheese
- Shrimp pasta
- Cold drinks
- Fruit snacks
- Pizza
- Fries
  
- Wendy's
- Chuck e Cheese pizza
- Bananas
- Apples and oranges
- Popsicles
- Pies
- Cookies
- Candy
- Snickers
- Rice crispy treats
- Peanut butter and jelly sandwich
- Fries
- Crawfish and crabs
- Gumbo
- Chicken
- *It means you have to be really good to receive these rewards*
- Ice-cream
- Burger King
  
- I like chicken
- I like bread
- I can eat candy at home
- I like fruit
  
- Bacon burgers
- I like peanut butter and jelly sandwiches
- I like pancakes

- I like French fries and chicken nuggets
- I like spaghetti
- I like cupcakes
- I like apples
- I like bananas
- I like pizza
- I like smoothies

What I don't like:

- I don't like hot dogs
- I don't like spaghetti
- *I don't like food that much to choose as a reward*
- I hate veggies
- Hot chips hurt my stomach
- Cheese is nasty
- Hot chips are too spicy
- I don't like salad
- Too hot outside to play
- I hate noodles
- *Might be bad food*
- *It might not be healthy*
- *We might get sick and throw up if our stomach hurts*
- Spaghetti is nasty
- Avocado
- No fruits; wouldn't want to get that as a reward
- Cut carrots/broccoli
- Mash potatoes
- *My stomach will be hurting and I will have to eat chicken noodle soup*
- *It might be rotten or nasty food*
- Water
- Chicken nuggets
- *I don't want these because they are nasty*
- BBQ chips
- Hot peppers

- Chocolate candy
- Steak
- Jello
- *Because they are nasty*
- Apples
- veges
  
- *You can get a tummy ache*
- *You throw up*
- *You get sick and go home*
- *Your teeth will get yellow*
  
- I don't like tomatoes or corn
- I don't like strangers
- I don't like red beans and rice
- I don't like popcorn
- I only like plain burgers and my parents always put cheese on mine
  
- I don't like broccoli
- I don't like carrots
- *You can get so fat you grow a huge body*
- *You can explode*
- *You can throw up*
- *You might pop*

### **Choice #3: Toys**

#### What I like:

- I want a video game at school
- I love toys
- Wonder Woman toy
- I love Barbie's
- Football
- Toy frogs
- Play with a tablet/pad
  
- I like baby dolls
- I want a doll that can be fixed
- Legos
- I want an Elsa and Ana toy
- Video games
- Robots

- Barbies
- Barbie dream house
- Toy sharks
- I love kitchen set
- I like frozen cars
- Big toy trucks
- Slime
  
- Jump rope
- A toy house/road blocks
- A rescue game to fight bad guys
- *Some kids doesn't get toys at all so it will be great to give them a turn*
  
- Fox toys
- Road blocks
- Race car games
- *I would like new toys at school so we could have fun*
- Video games
  
- Nerf guns
- Play cars
- *I will feel so happy*
- Building blocks
  
- A lot of barbie dolls
- Cars
- Monster trucks
- Baby alive
- A toy spaceship
- Mermaid doll
- Airplane
- Water slide
- Patrol car
- A Barbie doll car
- Spinner
- *We would feel happy*
  
- Hot wheels
- Slime
- American dolls
- Marvel/Super Hero toys

- Turtles
- Toy truck
- Dress up
- Spider man
- Nerf guns
- Toy men
  
- I like trains
- I like dino toys
- I like toy cars
- I like T-Rex
  
- *you can play with them*
- I like cars
- I watch people play with toys on YouTube
- I play with baby dolls
  
- I like the Barbie house
- I like race cars
- I like the 101 house
- I like playing with toys
- I like nerf guns
- I have a tiger toy that I like

What I don't like:

- *Someone might fight me*
- The toy will come alive and scare me
  
- I don't play with toys
- My toys always break
  
- No Toy Story because they are boring
- I don't like boy toys
- I don't like slime; it's too sticky
- I don't like yo yo's
  
- *Some will be small*
- *Other kids will feel sad if they don't get one*
- *I might not like the toy*
  
- *Some kids wouldn't share/be mean to others who don't get a toy*
- *They might not give me a good toy and I only like race cars*

- *It might be greasy or rusty*
- *Some toys break*
- *Some toys are not fun*
- No plastic toys
- I hate tailraptor 5
- I don't like Toy Story toys
- Monster trucks
- Four wheelers
- Bikes
- Chuckie dolls
- Joker
- *Because they're bad*
- *They get broke*
- *A bad toy makes me sad*
- *Old toy makes me sad*
- *I get mad if my toy breaks*
- I don't like that toys break easily
- When you have a rolling car that is supposed to slide and it doesn't slide, I don't like that
- *They can get taken away*
- *Some of the toys break easily*
- *They can get taken away*
- I hate when I get a boy toy

### Second-Grade Classes

There are three second-grade classes with a total of 59 students broken into ten small groups.

### **Choice #1: Activities**

#### What I like:

- Extra recess/P.E.
- Field trips
- We can have coloring/drawing/painting classes
- *It will make things fun at the school*
- Extra P.E.

- Camping outside
  - Extra writing time
  - Library time
  - Playing games outside
  - Arts and crafts
  - Playing with toys from home
- 
- Get prize out of the treasure chest
  - Get to skip breakfast line
  - Extra coloring time
  - Pizza party
  - Decorate cupcakes in class
  - Ice-cream party
  - Arts and crafts
  - Field trip to the zoo
- 
- Longer recess
  - Longer field day
  - Go on field trips
  - Mud ride
  - I like going to the gym
  - *It's fun—we get to run around*
- 
- Go to the park
  - Go to the library everyday
  - Stay at P.E. longer
  - Sky zone
  - *New stuff will be fun to do*
- 
- Extra time outside
  - Extra P.E.
  - Extra coloring
  - Library time
  - Free dress
  - Pizza party
  - Park field trip
  - Barn
  - Zoo
- 
- Toys to play with
  - Computers
  - Games

- *Because it's fun*
- Dress-up
- Tablets and phones
- Fishing
- *It's rewarding*
- *I love them*
- *You get to play with friends*
  
- I like P.E.
- Going on a field trip
- Camping
- Arts and crafts
  
- *They make me happy*
- I like to read books
- I like to play with my best friend
- I like playing football with my cousins
  
- I like running
- P.E.
- Eating food
- I like to go to school

What I don't like:

- I wouldn't want any activity to involve reading, math or writing. Only fun stuff
- I wouldn't want to do things to make us run because we will be sweaty
- Bees will sting us if we are outside doing fun activities
  
- I will get sleepy doing nothing
- *Shouting at each other for un-organization*
- *Other students will take my toys*
- *Other students will hit to take toys brought from home*
  
- *Being punished for others' bad actions*
- School is too long
- Don't like going outside because it's too hot
  
- I don't like writing
- I don't like being timed at recess/on the playground
- Don't like art—it's boring

- Riding
- *It might not be fun*
- Drawing
  
- I like everything about school
- *I don't like the way some students treat others*
- *Some students are too mean/rude to go on field trips*
  
- *The activities might be boring*
- Because I don't like reading
- *I would rather play with toys*
  
- *You can get lost on a field trip*
- I don't like bugs or snakes
- *You can get hurt*
- *It's too hot*
- *You can get killed—yikes*
  
- I don't like fighting over the football
- I don't like when my brother only lets me play with the cars for a little while
- I don't like playing with my sister because she is mean sometimes
  
- I don't like to color
- I don't like to write
- Playing with toys
- I don't like singing

## **Choice #2: Food**

### What I like:

- We should get donuts
- Lots of snacks and candy
- Different flavors of ice cream
- *Sometimes we are really hungry and thirsty. It will be good to get it any time of the day*
  
- Choose my own lunch
- Seafood for lunch
- Go to Golden Corral
- Popcorn, ice-cream, chips as a snack
- Burger King, Sonic, McDonalds, Chick-fil-A, Chips
- Eating subway to be healthy
- Having better foods in cafeteria

- Pizza
  - Candy
  - Ice-cream
  - Tacos
  - Gold fish
  - Cupcakes
  - Cake
  - Broccoli
  - Carrots
  - Salad
  - I love sushi
- 
- Hamburgers/pizza
  - Hot Cheetos
  - Candy and sweets are good and I like them
  - Chicken
  - Vegetables
  - Chicken nuggets
- 
- Honey buns
  - Hot dogs/pizza
  - Snacks/candy
  - Red beans
  - Mac and cheese
  - Vegetables will help us grow
- 
- Pizza
  - Chicken
  - Rice and gravy
  - McDonalds
  - Fries
  - Red beans
  - Cornbread
  - Rice crispies treat
  - Candy
  - Eat healthy
  - I would want all these things for lunch at school
- 
- Pizza
  - Apples
  - Ice-cream and smoothies

- Chocolate cake and cookies
  - Ice pops
  - Dirty rice
  - *Because they are good and yummy*
  - Cupcakes and apples
  - *Because they make me happy*
- 
- You can get red beans
  - Fish sticks
  - Chips
  - Cookies
  - Juice
- 
- I like bananas
  - I like burgers at school because I can put my salad on it
  - I like pizza
  - I like apples
  - I like chick-fil-A burgers
- 
- I like mac and cheese
  - I like pizza
  - I like peas
  - I like pasta

What I don't like:

- I wouldn't want them to give me carrots
  - I hate mixed fruit
  - *My stomach will hurt really bad and I wouldn't be able to eat a snack because of my stomach*
- 
- *Tummy ache*
  - *More bathroom breaks*
  - *Throwing up*
- 
- I don't like broccoli
  - Don't like salad
  - Don't like tomatoes
  - *Stomach ache*
  - *Toothache*
  - *Cavities*
  - I hate the dentist

- Apple sauce
  - I might dump it/throw it away
  - No vegetables—I don't like to eat it (carrots and cabbage)
- 
- Nasty stuff isn't good
  - Pork chops
  - Peas
- 
- No broccoli
  - No carrots
  - No sliced tomatoes
  - No mac and cheese
  - Junk food makes me sick
- 
- I wouldn't want healthy foods
  - Because I don't like them
  - *Because they're bad for you*
  - *I would rather have toys*
  - *I might get sick*
  - *I might get too much food and my stomach will hurt*
- 
- *You can get fat*
  - *You can get a belly ache*
  - *You can throw up*
  - *You can get sick*
- 
- *When you go to buy food, they can rip you off*
  - I don't like burgers
  - I don't like corn, peas, or green beans
  - I don't like grapes
  - I don't like broccoli
- 
- I don't like broccoli
  - I don't like peas
  - I don't like chicken nuggets
  - I don't like too much food

### **Choice #3: Toys**

#### What I like:

- *Toys are really cool and fun to play with*
- I would want for us to get nom-nom (filled with nail polish, lip gloss and perfume)

- Hover board so we can ride around the school
- Barbie house
- Monster trucks
  
- Get LOL doll/OMG dolls
- Play station
- Get drums
- Football
- Walkie talkie
- Baby barn
- Spin the wheel
- Stay on brown to get a reward
- Be nice to others to get a reward
- Clean up the classroom
  
- Football
- Soccer
- LOL dolls
- Toys that we can bring from home to school
- Cry babies; baby alive
- Play on the phone
  
- Motor bikes/Dirt bikes--I love popping wheelies
- LOL dolls
- Drum so we can play them
- 18 wheels because my dad drives them
  
- Legos/Blocks
- Hot wheels
- Coloring books
- Barbie dolls
- *When we play with the toys, we will start having fun*
  
- Toy train
- Toy Story toys
- Stuffed animals
- Princess toys
- Colors
- Legos
  
- Hover board
- Bikes

- Captain America
- Boat
- Dolls
- *I like playing with toys*
- *They're fun*
- A puppet
- A toy robot
- Games
  
- *They make me feel good*
- I like LOL dolls
- Video games
- I like nerf guns
- I like Elsa and Anna toys
  
- I like toy guns
- I like water guns
- I like putting my baby dolls in the tub
- I like lego toys
  
- I like dolls
- I like playing with bears
- I like nails
- I like playing with my remote-control car

What I don't like:

- No barbies
- I really don't like baby toys for little kids. We are big kids
- *Some toys and games aren't fun*
  
- *Someone will take it*
- *Someone might be jealous*
- *Someone will slap me*
- Talking back to teacher
- *Being mean will not allow me to get a reward*
  
- *Someone will steal my toys*
- *My phone/tablet will break*
  
- Wind-up toys
- *They wouldn't give me the kind of toys I like*
- Boring toys are the worst

- Mickey Mouse toys
- No kiddie toys
- No Dora the Explorer
- *Slime will be all over the place and sticky*
  
- No baby alive
- No toy dolls
  
- *Because they get broken*
- *Some people don't like to play with toys*
- *They get boring*
- *When they're broken, you have to throw them away*
  
- *They can break*
- *They get dirty*
- *They get lost*
- *You can get in trouble*
- *You can get them taken away*
  
- I don't like picking up my toys
- I don't like playing with boy toys or cars
- I get bored playing with toys sometimes. I'd rather go outside and ride my bike
  
- *They get lost*
- I don't like playing with my old toys
- I don't like legos
- I don't like boy toys

### Third-Grade Classes

There are four third-grade classes with a total of 72 students broken into fourteen small groups.

### **Choice #1: Activities**

#### What I like:

- Free recess time
- So we can get trampolines outside
- Free gym time to play
- We can have video games
- Art time will be fun
- Go on a field trip

- *When we get activities, we get to have fun*
  - I would love for us to go swimming
  - Football or soccer will be fun for us to have games at night
  - Playing on the playground because we don't get to play on them that much
  - *We will be able to get free time to talk*
- 
- Longer recess/P.E.
  - More equipment to play on
  - Softball/football/basketball/soccer/hockey games/baseball
  - Field trips to go on
  - *It will make it more fun at school to have new and different activities*
- 
- *More games to play with my friends*
  - Use previous rewards during the activity such as a water bottle
  - *Being able to pick own rewards*
- 
- Outside playing
  - Play games
  - Playing outside with friends
  - Being able to color
  - Spin the wheel
  - Can watch a movie and have popcorn
- 
- Extra P.E.
  - Going to the library
  - Picking jean day
  - Spin the wheel
  - *Can share my activity with friends*
- 
- Can go to the library
  - Can listen to music and dance
  - School should get a pool
  - Extra P.E.
  - Have a play in class
  - Watch movies
  - Arts and crafts as an option
- 
- I would like extra recess
  - I would like to draw
  - I would like coloring
  - I will like games
  - *I like having fun*

- *I would like it because it's fun*
  - *It will give me something to do instead of staying in class*
  - I would like a trampoline
  - I think a pool would be fun
  - *I would rather have fun*
  - A skateboard ramp
  - A dirt bike
- 
- *Because they're fun*
  - I can play basketball
  - I will get to play on the playground
  - *I would like challenges*
  - I could play with my friends
  - I would like a running challenge
- 
- I would like flag football
  - Because sometimes we don't go outside and play football
  - I would like field trips
  - Basketball and water slides
  - *Because they're fun*
  - *I get to go places I've never been*
  - I would love to play games
- 
- You can sit outside with a friend
  - *You get free food*
  - You can buy toys
  - *No homework*
- 
- Games
  - Party
  - *It makes you happy*
  - You can play on the playground
  - You can get P.E.
  - You can play video games
- 
- You can get a shout out
  - You can get a gold coin
  - You can spin the PBIS wheel
  - You can sit with a friend
  - You can be your teacher's helper

What I don't like:

- *I just might want to go home*
- *Maybe she promised us P.E. or computer lab time but we didn't get it*
- *I just don't want to go to P.E. to play*
  
- *Because it wouldn't last long and I would be sad*
- *Because they will make us work harder to get it*
- *Every time they give us the same activities so I would only want activities if they gave us new ones*
  
- *I wouldn't want to do some of the activities they pick, especially football*
- *People cheat too much in games*
- *Sometimes I wouldn't want that activity*
- *I might get hurt*
  
- *Work harder for extra activities*
- *Grades would have to improve*
- *It's hot outside*
  
- *Some days are cold or hot*
- *Can't pick which activity*
  
- *Might get a wrong activity*
- *Might get sweaty*
  
- *Pool could flood the classroom and ruin the papers*
- *The Principal could say no to the options*
- *The parents would miss the (classroom) play*
  
- *I wouldn't like to do homework—I don't like working all day*
- *I don't like not having fun*
  
- *I would rather have food/snacks*
- *I don't just like choosing one*
- *You could hurt yourself*
  
- *I would like to learn*
- *There might not be enough time to play*
- *I might get in trouble and won't get to play*
- *I might go to the office and I can't participate*
  
- *If they have ruff gun, I don't want to play*

- *The buses are too hot on a field trip*
- I don't like jean day
- *You have to do your homework*
- *It could be too hot or too cold outside*
- *You can get in trouble*
- Turn on the fire alarm
- *You could hit someone*
- *You can disobey your teacher*
- *You can hit or bump someone*
- *You can trip*
- *You can get in a fight*
- *You can get in trouble*

## **Choice #2: Food**

### What I like:

- *Because I'm hungry*
- I would love to get ice-cream
- We should get snacks (chips)
- I would love popcorn
- *We deserve it for being good*
- I can pick hot chips
- Candy is good so I will enjoy a snack in class
- We can all get popcorn
- *We will be able to all share our snacks*
- *Because I wouldn't have to ask my parents for money—they won't have to pay*
- Hot chips are the best
- Popcorn
- *Because I love food and love eating it*
- Ice-cream
- I could get popsicle
- I could get snacks and candy, popcorn
- Can choose a meal
- Ice-cream can be a choice
- Can pick Takiis

- Want bacon burger
  - Can order pizza
  - I love turkey
  - Can have candy
  - Donuts, ice-cream
  - *Food makes people happy and smart*
  - *Food is healthy and gives you energy*
- 
- Fish sticks
  - *Food makes me full*
  - *Can pick my own lunch*
  - Have a lunch box
  - Pizza party
  - *Being good in class will allow me to get more snacks*
- 
- Chicken
  - Pizza
  - BBQ
  - Donuts
  - Tacos
  - Snowballs
  - Have a buffet at school
  - Chocolate fountain in the classroom
  - *Can have my mom cook for everyone for lunch*
  - Have snowball machine outside for recess
- 
- *I might be hungry*
  - *I would like food/snacks because it's good*
  - *It's healthy for you*
  - *I might get to pick my favorite food*
- 
- *Because it takes forever for lunch time*
  - *I like food*
  - *Because I really like eating*
  - *Sometimes we're hungry*
  - I would like all the candy
- 
- I would like to get hamburgers
  - *Because it's yummy*
  - McDonalds would be a good reward
  - *You might get to eat a lot*
  - *Because it's so good to me*

- I would like cookies
- *I could pick the snack*
  
- Big corn dog
- *I like it because it's good*
- *Some of the foods are healthy*
- *They're yummy*
- I would like ice-cream and smoothies
- Chocolate bars
- Popcorn
  
- You can have a pizza party
- You can get chips
- *You won't be hungry*
  
- Ice-cream
- Mac and cheese
- Hot dogs
- Nachos
- Hamburgers
- Fries
  
- Pizza
- Nachos
- Tacos
- fried

What I don't like:

- *Maybe I'm not hungry*
- *We will have a stomach ache every time*
- *We would rather have P.E. over snacks*
- *It might taste nasty*
  
- *I wouldn't want to share my snacks*
- *We all might have tummy aches from too much snacks and candy*
- *I think someone will take my food*
  
- *If they give us ice-cream, it might melt and get us all dirty*
- I know they would give us plain snowballs and I wouldn't like that
- *Some food makes me sick*
  
- *I can choke or be allergic*

- *The snack will not come with a drink*
  - *Wouldn't be able to get an object to take home or use in school (water bottle)*
- 
- *Can't pick my own food/snacks*
  - *Wouldn't want a salad from Wendy's*
  - *Food might make me sick*
- 
- *I might get sick*
  - *I will get sleepy*
  - *No food fights*
- 
- *Will have a stomach ache*
  - *My teeth will fall out*
  - *Will get fat*
- 
- *I would rather have fun at the gym*
  - *I would like toys instead*
  - *Because I might not like the snack that they pick*
  - *I might choke*
- 
- *I just like everything*
  - *I would rather play games*
  - *I don't like waiting in line*
  - *I would rather have recess*
- 
- *It might be nasty*
  - *It's probably hard to chew*
  - *You might get sick from it*
  - *I wouldn't like what they picked*
- 
- *Some food isn't good*
  - *It's nasty*
  - *They might burn it*
- 
- *You might get veggies*
  - *You can get a tummy ache*
  - *You can choke*
- 
- *You can get sick*
  - *You can get a tummy ache*
  - *You can go to sleep*
  - *You'll have to use the bathroom*

- *You can throw up*
- *You can throw up*
- *It's not healthy*
- *You can have a food fight*
- *Your tummy could hurt*
- *You can get sick and miss out*

### **Choice #3: Toys (additional toys chart)**

#### What I like:

- *I can play with them at home*
- *It's fun to play with toys*
- *Because I love when someone else buys toys for me*
- *I will feel happy inside*
- *Hover board will be fun to play*
- *Toys is our favorite thing*
- *Play Station will be fun to play at school*
- *It might be a big toy and I like big toys*
- *A basketball so I will be able to play ball*
- *I will feel thankful to receive a toy*
- *Would want play Station games*
- *Can play toys with other students*
- *Can play on a play phone or computer*
- *You have to learn to get toys*
- *Helping the teacher*
- *Nail polish*
- *Barbie dolls*
- *Toy bat cave*
- *Basketball/soccer/football*
- *Slime*
- *Earning toys will make me be good*
- *Can share my toys with friends in another class*
- *You can play with them at recess*
- *You can collect toys*

- Doll head
- LOL doll
- Toy tiger
- Monster trucks, motor bike doing wheelie by itself
- *Play with toys in class*
- Slime
- *Bring the toys to school everyday*
- *I would share with my family at home*
  
- *We might play with them and have fun*
- We might get a videogame
- I might get a toy car
- I might get the best toy ever
- I might get a football
  
- *Because toys are the best*
- I would like basketballs
- I would like LOL dolls
- I would like time on my ipod
- *Toys are really pretty*
  
- *I like to play with toys*
- *I can play with the toys and my friends*
- I would like games
  
- *They're fun*
- I would like a dirt bike
- I think games would be fun
- Bratz dolls for the girls
- Arm wrestling
- *Because I'm bored in class*
  
- Hover board
- Bikes
- Captain America
- Boat
- Dolls
- *I like playing with toys*
- *They're fun*
- A puppet
- A toy robot
- Games

- *They make you feel happy*
- *I like toys*
- *You can bring them home*
- *You can get a bike*
  
- *You can spin the PBIS wheel*
- *Play station*
- *You can get a Lion King toy*
- *You can get a yoyo*
  
- *You can get slime*
- *You can get a hover board*
- *You can get new shoes*

What I don't like:

- *Sometimes I don't have fun playing with toys*
- *Because we're older now; we don't need toys*
- *I would rather do something else than get toys*
  
- *Maybe you will lose it quick at school*
- *Maybe the toy will break quick*
- *It probably will be a toy that I don't like*
- *My friend might try to take it*
  
- *I wouldn't want a messed-up toy*
- *I might lose it*
- *My toys might break*
- *I might trip on the toy and get hurt*
- *Somebody else might want my toy*
  
- *It's a waste of time*
- *Girls don't like board games*
- *Wouldn't want to share with siblings at home*
  
- *Can't learn with toys*
- *Can't pick the toy you want*
- *I will be sad if I don't have enough points*
- *If I get the barbie without the clothes*
  
- *Someone will try to take my toys if they are the better toy*
- *They might break*

- *I wouldn't want to share at home*
- *Would have to pay for batteries*
- *Slime would get everywhere*
- *A toy may scare another student*
- *The motor bike might hurt someone*
- *I might not like the toy*
- *It might break*
- *I don't like playing with baby toys*
- *We might have to leave them there*
- *You might hurt yourself with a toy*
- *I might want to do something else*
- *Some toys are creepy--Because some of them look real*
- *They're ugly and weird*
- *Some toys are expensive*
- *I might not get to play with my friends*
- *I might get punished*
- *I won't get a snack*
- *It might be a scary toy*
- *We might dirty the dolls*
- *Some toys could hurt you*
- *I would rather have a snack*
- *Because they get broken*
- *Some people don't like to play with toys*
- *They get boring*
- *When they're broken, you have to throw them away*
- *I don't like playing with toys*
- *You can get something that you don't want*
- *They can break*
- *Someone can take it from you*
- *You don't get what you want*
- *Your game could shut down*
- *Your power could go off*
- *Your toy could break*

- *You can throw toys at people*
- *Your teacher can take it*
- *Someone can try to steal your toy*
- *Your teacher could take it and give it to someone else*
- *You'll have to share*
- *You can break it*

#### Fourth-Grade Classes

There are three fourth-grade classes with a total of 59 students broken into twelve small groups.

#### **Choice #1: Activities**

##### What I like:

- P.E. to play. Hockey and basketball
- Longer time for P.E.
- Board games
- *Activities will allow us to play with other kids in the school that we don't get to play with*
- To be able to play outside longer
- Paint/color
- Exercise class
- Fake school cruise that we don't do at school
- *It will be fun*
- *I will get to play outside with everyone*
- *The school will become more fun with new activities*
- Basketball and football games
- Pool party on hot days
- *Longer time for activities*
- Be the teacher for the day
- Coupons (to eat outside with friends)
- Jean day
- Mega recess
- A pool full of chocolate
- Free day (do what you want to do)
- Water slide
- Play outside
- Play games all day

- Have fun
  - Spin the wheel
  - Heads up 7 up
  - Drinking juice contest
  - Art and crafts
  - Make jewelry
  - Free dress/costumes
  - Game truck
- 
- Off-site trip to the zoo or aquarium
  - Painting
  - Art and crafts
  - Talking with friends
  - Play games
  - Watching movies with popcorn
  - Writing
  - Water slide
  - Reading drawing
  - Extra recess
  - Play on computers
- 
- I would like extra recess
  - Water slides
  - Art
  - I would like a longer time to play at recess
  - I think a funny Friday would be good
  - Jumpy houses
  - *Because they're fun and keep you active*
  - I would like field trips
  - *We can see stuff we never saw before*
- 
- Toys like cars
  - Action figures
  - Collector's items
  - Games
  - *Because they are fun*
  - *We need rewards*
  - Board games
  - Basketball and football
  - Recess
  - Eating crawfish
  - Go to the movies

- Gift shops
- Make food
- Art and crafts
- Fun night
  
- Mega recess
- Toys
- Nerf guns
- *We can play around*
- Collectables
- Computer time/YouTube time
- P.E.
- *We can learn more*
- All-day recess
- Field trip all day
- Working out
- Bumper cars
  
- P.E.
- Dojos
- Sit by your friend outside
- Art
- Party
  
- Slides
- Swings
- Monkey bars
- Hula hoops
- Play basketball
- Kick ball
  
- Playing with toys
- Playing outside
- Coloring
- Extra P.E.

What I don't like:

- *They will make us work for it*
- *Some kids will be in trouble and won't be able to learn*
- *They might start arguing*
  
- *The activity might be dangerous*

- *It might not be the activity that we will like*
- *I wouldn't want to do anything using my hand because I have been writing all day*
- *Some activities will be wrong and I wouldn't want to do them*
- *Wouldn't want to do the activity if it's hard, difficult or confusing*
- *It would only last for one day*
- *A sugar rush will make us sick and crazy*
- *Too hot outside*
- *Students might get hurt*
- *Drinking too much will give a stomach ache*
- *Wouldn't have time to study or work*
- *Going to school*
- *Hot and sweaty after being outside*
- *Smelling the boys after recess*
- *Punishments*
- *Because I don't like doing extra work*
- *Because it's too hot*
- *Because they aren't fun*
- *Sometimes it's boring*
- *It makes you sweat a lot*
- *I don't want to work all day*
- *I might be hot*
- *I wouldn't like nerf guns*
- *Because you might poke someone's eye out*
- *I don't like art*
- *I don't like*
- *I don't like jeans*
- *It could rain*
- *It could be muddy*
- *You could get your pants wet and other kids could bully*
- *You can fall*
- *You can fly off the swings*
- *You can hit your head on the monkey bars*
- *You can get hit by a ball*

- I don't like playing outside
- *You can get hurt*
- *You can run too fast and fall and get hurt*
- *It's too hot*

## Choice #2: Food

### What I like:

- Tacos and pizza
- Nachos
- Junk food/snacks
- We should be able to drink soda
- Lots of candy because we love sweets
- *I would want to get the food because I didn't like the lunch food and this one (food) will be better*
- Hot dogs/pizza/nachos
- Ice-cream cone/slushie
- Snacks—popcorn and all types of candy
- School brings us big macs and happy meals
- Nachos and cheese
- We should get Chinese food
- Candy/snacks
- Hot chips
- M&Ms
- Gummy bears/worms
- Sour candy
- *I feel we deserve it for being good*
- Choose lunch for a week
- Candy bar
- Free oreos
- Cooking class
- Ice-cream cake
- Hot chip party
- Candy all day
- Ice-cream
- Taco party
- Pizza party

- Red beans and rice plate
- Sleep over at school
  
- Eating popsicles
- Veggies
- Popcorn
- Chicken nuggets, fries, burgers
- Ice-cream
- Strawberries (fruit)
- Pizza
- Fish sticks
- Spaghetti and mac and cheese plates
- Cake and brownies
- Candy
- Grits, sausage, burritos
  
- Tacos and nachos
- Hot chips and candy
- Pizza
- *Because they're good*
- Brownies, donuts, cookies, popcorn
- *It's a reward for being good*
- Ice-cream truck
  
- Candy
- Chips
- Fries
- Donuts
- *I would like food because they taste good*
- *I would want more*
- *It would make me sleepy*
- Tacos
- Burgers
  
- Ice-cream
- Watermelon
- Popcorn
- Pop rocks
- *Because they're good*
- Mac and cheese
- Pizza
- Sushi

- Gummies
- Pizza
- Wings
- Ice-cream
- Taco Tuesday
- Juices
- Nachos
- Pizza and fries
- Hamburgers
- Tacos and hot chips
- Pop tarts
- Red beans
- Chips
- candy

What I don't like:

- *Sometimes candy is bad for you*
- *My stomach will hurt*
- *You will get cavities*
- *Maybe I'm full already and don't want food*
- *Stomach ache*
- *Maybe I won't like the food they pick*
- *Seafood are nasty*
- *Might be old food*
- *Stomach might hurt for too much good food*
- *Stomach ache*
- *We will be sad when our food time is over*
- *We'll get fat*
- *We'll get cavities*
- *We will need to eat healthy*
- *Stomach ache*
- *Too much sugar*
- *Throwing up*
- *Being sick at school*
- *Will miss parents*

- *Getting a stomach ache*
- *Eating nasty candy*
- *Getting too full and being sleepy*
- *Cavities and tooth aches*
- *Have to use the school bathroom*
  
- *I wouldn't want vegetables*
- *They're messy*
- *They're bad for you*
- *No popsicles because they might melt*
- *No cokes because there is too much sugar*
- *It might make my stomach hurt*
  
- *They're probably not good*
- *They are probably burnt*
- *They're horrible*
  
- *They're not good for you*
- *I would rather play games*
  
- *Spaghetti and meat balls*
- *You can get fat*
- *They can give you something you don't like*
- *Sloppy Joes*
- *You can get ugly*
- *You can get a stomach ache*
- *You can get a tooth ache*
  
- *You can get hot chips on your hands and then rub your eyes*
- *You can hurt your mouth eating a hard taco*
- *You can get sick and throw up*
  
- *Your teeth can rot*
- *You can use the bathroom*
- *Your fall out*
- *Your stomach hurt*

### **Choice #3: Toys**

#### What I like:

- *A yoyo*

- A baby alive doll
- Jump ropes
- Drums (so we can have a band at school)
- *So we won't get bored at school*
- *I won't get tired*
  
- *It's fun to play with toys*
- *It will be good to get new toys*
- Recess so we can race on fun Fridays
- Legos everyone would love to play at school
  
- American doll/LOL doll
- *We should get it because sometimes we're bored*
- Drone to fly around at school
  
- Slime
- Whoopy cushion
- Bag of school supplies
- A house robe
- A bike for the class to share
  
- Legos
- Baby dolls
- Slime
- LOL dolls
- Pokemon cards
- Basketball
- Board games
- Walmart trip for toys
- Lip gloss/make-up
  
- Baby dolls
- LOL dolls
- Uno cards
- Slime
- Unicorn toys
- Barbie dolls
- Stuffed animals
- *I will stay good to keep my toys*
  
- *I don't have many toys at home*
- LOL dolls and baby alive

- *It's fun to play with*
- Bring dogs so we can pet and play outside
- A play car
- Play dress-up
  
- Play Station 4 and X box
- Switch
- *Because you can have lots of fun*
- Phones
- Tablets, PC
- VR
- *You can play all day*
- *Take up all the time*
- *They'll make you calm*
- *I like to play with them*
- Slime
  
- Bikes
- Collectables
- Guns
- I like to play with friends
- Fortnite
  
- Nerf gun
- Blay blade
- A remote-control truck that pops wheelies
- A play station 4
  
- Frisbees
- Jump rope
- Barbie dolls
- Cry babies
  
- Legos
- Blay blades
- barbies

What I don't like:

- Don't like playing with dolls
- *I might get in trouble playing with the toy at the wrong time*
- *Will get hurt*
- *I will be mad that I won't get to play with all the toys*

- *Sometimes toys make you bored*
- *Some will be cheap and easy to break*
- *Lose them sometime*
- *I don't like lame toys*
- *I don't play with toys that much*
- *Wouldn't be the toy I like*
- *Pranking people*
- *Other students will make fun of someone*
- *Make-up will mess up if you cry*
- *Can step on a lego and hurt your foot*
- *Can break*
- *Can get dirty*
- *Can get damaged*
- *Lose parts of toys*
- *Sometimes I don't like the toys they bring*
- *Some people don't like to share*
- *They will play with them in class and get them taken*
- *They make me mad if they break*
- *I would rather have food*
- *I would rather like food*
- *It's a broke toy that you paid a lot of money for*
- *You buy a toy, it breaks, and you cut yourself*
- *You can get it taken away*
- *Your remote control for your toy can break and you can't stop it*
- *They break*
- *You can throw it and hit the back of your head*
- *You can trip on a jump rope*
- *You can get in trouble and you can get them taken away*
- *I don't play with toys*
- *They can break*
- *You can step on one*

