

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

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SOCIAL SKILL: MAKING A COMPROMISE
CASEL COMPETENCY: RELATIONSHIP SKILLS

BOOK INFORMATION

Book Title: *The Art Lesson*
Author: Tomie dePaola
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Number of Pages: 32 pages
Reading Level: Pre-K - 6th grade

BOOK SYNOPSIS

Tommy knows he wants to be an artist when he grows up. He can't wait to get to school and have real art lessons. When Tommy gets to school and finds out that the art lessons are full of "rules" and restrictions, he is surprised and dismayed. How the wise art teacher finds a way to give Tommy the freedom to create and yet still stay within the "rules" makes a wonderful story about compromise.

LESSON OBJECTIVE

The purpose of this lesson is to teach students how compromising is sometimes necessary and helpful.

LESSON MATERIALS AND ADVANCE PREPARATION

Tommy Drawing Activity

Materials: red, blue, green, yellow crayons and paper for each group of four students
Preparation: None needed.

Rock, Paper, Scissors/Positive Reinforcement/Survival Island Activities

No materials or preparation needed.

KEY VOCABULARY AND CONCEPTS

Compromise - to give and take when settling a disagreement; each person gives in a bit so no one gets their way 100%

Negotiate – to discuss the options and possible solutions when coming to some sort of agreement

PRE-READING ACTIVITY

Explain to the students that compromising is a special form of cooperation. When people cooperate they work together to achieve a goal. When people have different or opposing goals they can still work

together by compromising, which often means meeting each other half way. With this type of problem solving everyone can get something, even if they don't get everything they want. In this story, Tommy doesn't want to do what his class is doing. After talking about Tommy's problem, the art teacher compromises with Tommy. In the end, everyone ends up being happy with the outcome.

READ THE BOOK

POST READING DISCUSSION

Ask the following questions:

- Why was Tommy upset? Was he wrong to be upset?
- Why does the teacher want Tommy to use the school's crayons?
- Why should Tommy follow the art teacher's rules?
- What does the art teacher do in order to try and make Tommy happy?
- How did talking about his concerns and feelings help Tommy?
- How did Tommy and his teachers find a compromise?
- How can you be like Tommy and find a good solution to a problem that involves several people?
- Are there things we are not 100% happy about at school? What are ways that we can make compromises at school?
- Are there things we are not 100% happy about at home? What are ways that we can make compromises at home?

Reinforce the idea that compromise often means that if two or more people each get a little of what they want, then everybody will be happier than if no one got anything they wanted. Also, remind the students that their teachers and parents care about them and may not always be able to make a compromise. Some things are not negotiable. This doesn't mean they're being mean, but adults are responsible for children's safety and wellbeing. Some things that may not be negotiable include bed times, which foods will be served, how much TV will be permitted each day, and issues related to safety.

POST READING ACTIVITY

Tommy Drawing Activity (grades Pre-K – 3)

Divide students into groups of four. Each group will have one piece of paper and four crayons (red, green, yellow, and blue). Each person in the group is only allowed to use one of the crayons the entire time. Instruct each group to color a picture of Tommy in his art class. Instruct each group to work with their partners, compromising when and where to use each color. If you need to have more than four students in each group, add another crayon (color), so that each student only has one crayon and each student has a different color than the others in the group.

Rock, Paper Scissors Activity (grades 4-6)

This is the "football scrimmage" version of rock/paper/ scissors. The end zones need to be clearly defined. To begin, each team huddles and decides which play to run—either rock, paper,

or scissors. Then the two teams meet in the playing area. If your team's symbol wins, you chase the other team back to its end zone, trying to tag the team members before they get there. If you lose, you must dash to your own end zone before you're caught. Those people who get caught change to the other team. The game ends when everyone is on the same team.

Positive Reinforcement Activity (grades 4-6)

One person is selected to leave the room and should be out of earshot. The rest of the group chooses one action they want the absent person to perform (jumping, laying down on the ground, etc.) When ready, the group calls the person back in. The means of reinforcement is clapping. By clapping louder or softer, the group influences the subject to approximate and ultimately perform the identified action.

Survival Island (grades 4-6)

Split the class in half and let each group decide on ten items they could have if they were stranded on an island together. Explain to the students that each group must come to an agreement on which 10 items they will bring to the island. When the groups are done, compare the groups' lists. Talk about how they made their decisions and talk about disagreements the group had and how they resolved these disagreements.

CLOSURE

Encourage the students to remember that compromise is an important part of life. Compromise makes working with others possible. Ask the students to find ways to compromise more at school and home. Review the social skill steps below and display the H.G. Wells poster. Ask the students how this statement is related to compromise.

Social Skill Steps for Working Together

1. Look and listen.
2. Show your interest.
3. Use kind words.
4. No arguing, whining, or pouting.
5. Do your part.

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H G WELLS