

THE FOLLOWING PAGES ARE A "1ST PASS" AT CREATING A SET OF
GRAPHIC ORGANIZERS THAT COULD SERVE AS

- * a way to record each lesson, including students' input
- * leave up on the classroom wall, for follow-up reference/ conversations
- * help with follow-up lessons, to be able to "jump right back in," do a brief review/ re-cap of concepts/ books previously presented
- * continue where the group left off the previous week
- ** By saving all such graphic organizers, it would also be possible to refer back to a book read a month or two earlier

---> If there is not sufficient wall space to leave them up on display, each SC will arrange with each PT where the large sheets will be stored

???? OR, WITH PROMETHEAN BOARDS, IS THERE A BETTER WAY TO CREATE AND ACCESS PREVIOUSLY CREATED CHARTS?

PLEASE NOTE:

I'd really like to present the format I used for decades as a teacher--- the ovals and numerous lines connecting that concept with others, in other ovals or different shapes (spider-web-ish)... but I'm "not there yet" in my computer skills! So, here you go, with a simple Table format ;-)

Best term to use?

Graphic Organizer

Mind Map

Semantic Map

QUESTION:

Also, perhaps use an online PDF of WIMPY KID as another example with Graphic Organizers?

I've included "logical student responses" in violet, to serve as an example which I hope will help SC's, PT's (Participating Teachers), and PA's (Participating Administrators) envision what the lessons would involve. This is NOT put forth as "here's the only correct answer"!!! And, there are plenty of ways to approach the Table... again, this is one suggestion/ example. However, if we want some consistency between Counselors and classrooms for the sake of the Pilot Project, perhaps a decision will be made re: which option is put forth as the way to teach the lessons.

Title of text:

Name of Character: (multiple options, in most texts)

Page #/s: (for EACH of the pieces of info below)

Feeling/s: (multiple options, in most texts)

Reason for Feeling/s: (STATED BY AUTHOR, AND/OR "BETWEEN THE LINES")

Harm Caused: (IN SOME TEXTS, NOT IDENTIFIED... e.g., *Amazing Grace*)

Compassion demonstrated: (SOMETIMES, DOESN'T HAPPEN AT ALL)

Restorative Justice employed:

WWYD? What would you do?:

Unmet Needs:

USING "SORRY!" FOR MULTIPLE LESSONS (chosen because I view it as our "richest" text as far as providing springboards for ALL the aspects of CC/CC!)

I'm thinking we'll likely want to re-think how to have SC's return to this particular text multiple times, after using it as a Foundational Text...!!!

COULD REPEAT THE EXPLORATION WITH:

Charlie (the "repeat offender" in the text),

Anna (Charlie's sister, whose favorite photo was destroyed by Charlie)

Charlie's mom (who insisted that Anna accept Charlie's insincere apology and forgive him)

Mike (Jack's neighbor, at whom Jack throws a water balloon at Charlie's urging)

Leena (Jack's friend, whose Science Fair display Charlie damages while Jack looks on)

Page #/s: (for EACH of the pieces of info below) --- AUGH!! NOT IN BOOK! I "paginated it" in my copy, beginning with the Title Page as #1! We'll want to write the #'s in the copies ordered, as well!!

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Restorative Justice employed:

WWYD? What would you do?:

Unmet Needs:

FOR A PORTION OF A SAMPLE LESSON ON FEELINGS WORDS:

Title of text: SORRY! Name of Character: Jack

(the main character, who considers himself "a nobody" until Charlie decides to "befriend"/ use Jack)

Page #/s	Q. 1 CHARACTER IS FEELING... BECAUSE...
6	Jack was feeling sad and lonely because he was ignored in class and the last one picked for teams at recess.
8	Jack felt lucky and happy when Charlie made Jack his friend because then he felt included.
10	Jack felt uncomfortable and worried when Charlie wanted Jack to do things he didn't feel comfortable doing, because he was worried that if he didn't do what Charlie wanted, he'd end up being a nobody again.

THIS COULD ALSO BE EXPANDED TO ADDRESS Q. 5 UNMET NEEDS

Page #/s	Q. 1 CHARACTER IS FEELING... BECAUSE...	Q. CHARACTER'S UNMET NEEDS?
6	Jack was feeling sad and lonely because he was ignored in class and the last one picked for teams at recess.	Jack had unmet needs for acceptance, belonging, and self-worth. SHOULD SPACES BELOW JUST BE "ditto"?? Also, am I missing something on these lists?
8	Jack felt lucky and happy when Charlie made Jack his friend because then he felt included.	Jack had unmet needs for acceptance, belonging, and self-worth.
10	Jack felt uncomfortable and worried when Charlie wanted Jack to do things he didn't feel comfortable doing, because he was worried that if he didn't do what Charlie wanted, he'd end up being a nobody again.	Jack had unmet needs for acceptance, belonging, and self-worth.

FOR A PORTION OF A SAMPLE LESSON ON
HARM DONE---→ **Compassion?/ Restorative Justice?:**

Title of text: SORRY!

Name of Character: Jack

(the main character, who considers himself "a nobody" until Charlie decides to "befriend"/ use Jack)

Page #/s	Q. 2 HARM DONE	Q. 3 COMPASSION?/ RESTORATIVE JUSTICE?
2-5	Charlie took his sister Anna's favorite school picture and drew a mustache on it.	<p>No one showed compassion, nor did anything to attempt to make things as right as possible (RJ).</p> <p>* Charlie told Anna he was sorry (but both Anna and Jack could tell he didn't mean it).</p> <p>* Charlie and Anna's mom insists that Anna needs to forgive her brother after his insincere apology.</p> <p>* Because the author does not include it as a possible solution suggested by any character, we're guessing that it was the only copy Anna had, and that they can't print out or get another one.</p>
12-15	After Charlie's urging him to do so, Jack threw a water balloon at his friend Mike, and Charlie and their other two buddies laughed at Mike.	<p>No one showed compassion, nor did anything to attempt to make things as right as possible (RJ).</p> <p>Jack did call "Sorry, Mike!" but both Jack and Mike knew that Jack had done it on purpose, so the apology didn't make either of them feel better.</p>

16-25	Charlie purposely damages the Science Fair display of Jack's friend, Leena, while Jack looks on and does nothing to try to stop him.	<p>p. 20 Both Charlie and Jack told Leena, "Sorry!" However, she replied, "Sorry doesn't cut it!" (Please note: The illustrator has included a smile on Charlie's face on this page, at odds with sincere regret!)</p> <p>p. 22 The Science teacher, Mr. Marcus, told the boys that, if they were truly sorry, they needed to show it.</p> <p>p. 23 Mr. Marcus said, "Show Leena you're sorry by making right your wrong." YESSSSS!!! RESTORATIVE JUSTICE!!! :-)</p> <p>p. 23 Jack offers Leena another apology and leads Charlie to the art room to get materials needed to fix the mess they'd made of her Science Project.</p> <p>p. 24 Although Charlie left to go play after the work was finished, Jack also sticks around to help Leena clean up; "That's when I knew Leena believed I was sorry for what I did."</p>

FOR A PORTION OF A SAMPLE LESSON ON
Q. 2 HARM DONE---> Q. 3 Compassion?/ Restorative Justice?
 EXPAND THIS GRAPIC TO INCLUDE Q. 4 "What would you do...?"

PLEASE NOTE: Before inviting students to make suggestions for answering Q. 4 WWYD?

* Introduce the resources

Powerful Apologies

The 3 R's of Apologies

* Encourage students to refer to these resources as they "script" a SINCERE apology (contrasting sharply with the insincere ones that Charlie had been giving).

Title of text: SORRY!

Name of Character: Jack

(the main character, who considers himself "a nobody" until Charlie decides to "befriend"/ use Jack)

Page #/s	Q. 2 HARM DONE	Q. 3 COMPASSION?/ RESTORATIVE JUSTICE?	Q. 4 WWYD? ... to demonstrate Compassion/ employ Restorative Justice? ADDRESS THE ITEMS ABOVE, WITH STUDENTS' CONTRIBUTIONS HERE <i>Please note: This portion would include anything the students would have done IN ADDITION TO/ DIFFERENTLY FROM the characters in the text.</i>
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