

Building Civic Literacy through Talking Points and Writing Prompts

Social skills to enhance communication and develop conflict resolution strategies

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Annapolis, Maryland

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In
celebration
for
diversity and unity
of
children
everywhere...
May they ever take heart...

Rationale for

Building Civic Literacy through Talking Points and Writing Prompts

Teachers are in a unique position to greatly influence children. Goleman (1987) found that high-risk students flourished in adverse conditions and against all odds if they had a strong connection with one or more significant adult outside the home. This finding continues to be affirmed in this new millennium.

As educators we have worked with students collectively for sixty years. In this era where our children relate more to video games, computers and television than to people, there is even more of a need for meaningful interpersonal communication. Thus, we offer **Building Civic Literacy through Talking Points and Writing Prompts** to the educators of the 21st Century.

Building Civic Literacy through Talking Points and Writing Prompts is a convenient way for teachers to model, practice and reinforce prosocial behaviors in their students. It helps students develop empathy, impulse control, and anger management while problem solving the conflicts of others as well as their own. It provides ways for teachers and students to explore conflicts and problems together. This shared experience fosters communication in making connections, enhancing discussion and modeling problem solving. What better life skill could we give our students than this important building block for social competence?

HOW TO USE THE TEMPLATES

Each Building Civic Literacy through Talking Points and Writing Prompts template is designed to be used and reused with a variety of appropriate literature or real life/role play situations. The overview chart (see next page) identifies social skills and specific student outcomes. The templates have been field tested in many learning environments and have been shown to be an effective extension of the skills taught in Second Step offered by the Committee for Children. The templates are used in morning meetings, language arts, social studies, media and guidance lessons. They provide a structure for verbal and/or written communications which allows the educator to connect with individual students.

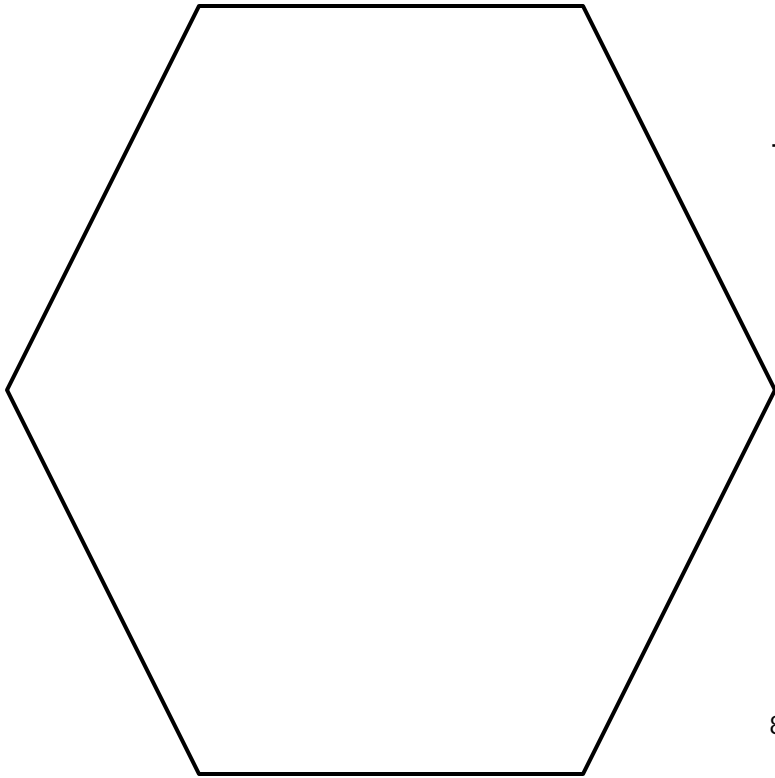
Procedurally the story is read or the real life situation is described or role-played. Follow-up discussions occur using the template as a guide with students recording their responses. The amount of individual writing will vary with the grade level. Responses may range from the teacher as the recorder to independent completion at the intermediate and middle school levels.

The instructional setting is versatile. The templates succeed in building a bridge between the educator and the student whether used as a whole class activity, in cooperative peer groups paired learning, as individual assignments, in counseling sessions or with conflict resolution.

TALKING POINTS AND WRITING PROMPTS

THROUGH LITERATURE AND REAL LIFE SITUATIONS

TEMPLATE	SOCIAL SKILLS for Civil Literacy	TALKING POINTS and WRITING PROMPTS
1	Perspective talking	Analyzing conflicts different perspectives. Dialoging different points of view.
2	Empathizing	Questioning using stances: Global Interpretive, Personal and Critical.
3	Making decisions based on action consequences	Understanding cause and effect using feelings and possible responses.
4	I messages	Identifying feelings, problems and stating possible actions with I messages.
5	Affirmations and change	Achieving a personal goal using affirmations.
6	Resolving problems	Utilizing a checklist of questions to evaluate an agreement.
7	Positive self-talk	Using affirmations in achieving goals.
8	Interpersonal problem solving	Analyzing perspectives considering situations, reactions and personal reflection.
9	Positive Characteristics	Assessing traits and characteristics.
10	Balancing strengths/weaknesses	Identifying characteristics traits in self and others.



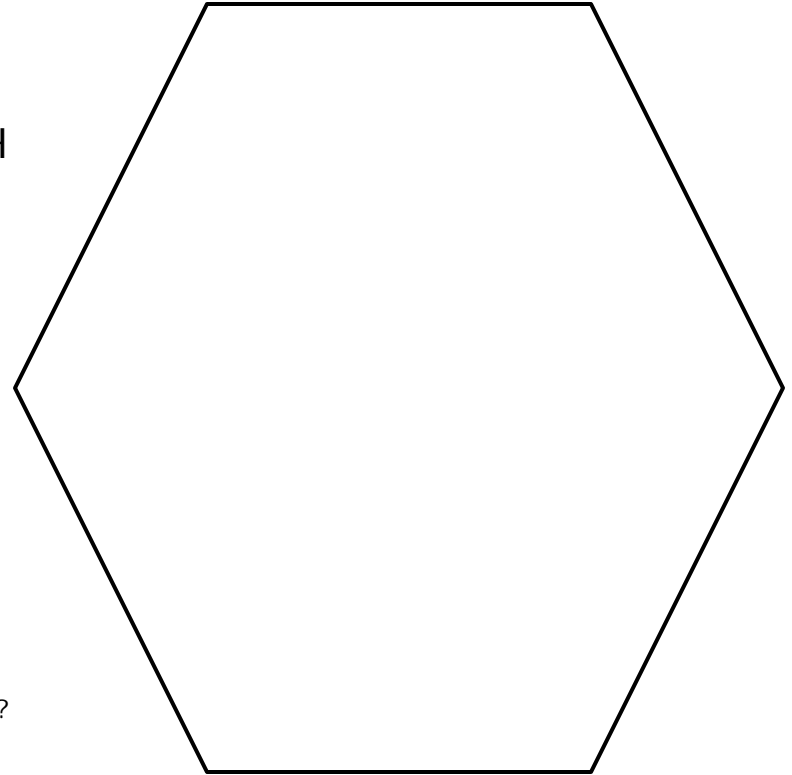
DRAW A CHARACTER.....

THINK

About the conflicts you have observed....

THINK IT THROUGH

1. Who are you angry with?
2. What are you angry about?
3. What started it?
4. When did it start?
5. What did you do?
6. What could you have done?
7. What did the other person do?
8. What did the other person want?
9. What did you want?
10. What is the best thing to do now?



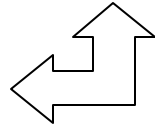
DRAW A CHARACTER.....

THINK about the kinds of conflicts listed below.....

- Teasing/Put-downs
- Friendship disputes
- Intimidation
- Arguments
- Shoving/pushing

THINK About these ways to solve a problem or conflict...

- | | |
|--------------|--------------|
| Humor | Avoiding |
| Compromise | Postponing |
| Taking turns | Getting help |
| Apologizing | |
| Or..... | |



READING/THINKING

Questioning Using Stances

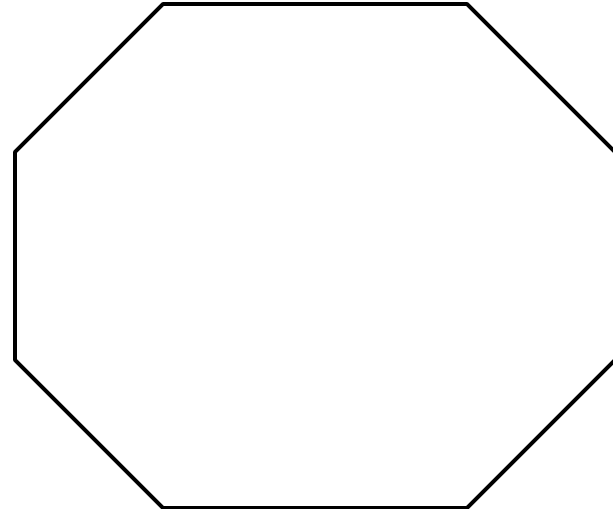
WRITING MY
RESPONSES

BE A PROBLEM
SOLVER.....



GLOBAL

Can I understand what the selection is mainly about?
What was the major conflict in the story?



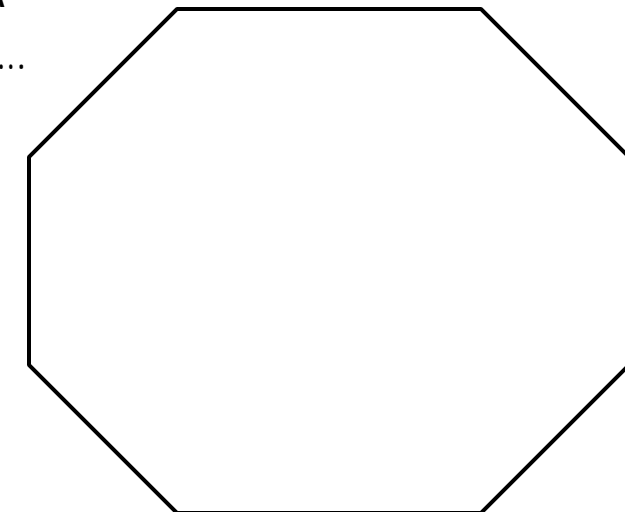
DRAW A CHARACTER



Interpretive

Can I understand in detail by drawing conclusions?
What was your first impression of _____?
Was it an accurate one? Why?

ANALYZE A
CONFLICT....



DRAW A CHARACTER



Personal

Can I "see myself" in relation to what I read?
**Identify some of _____'s feelings that are like
feelings you have had.**



Critical

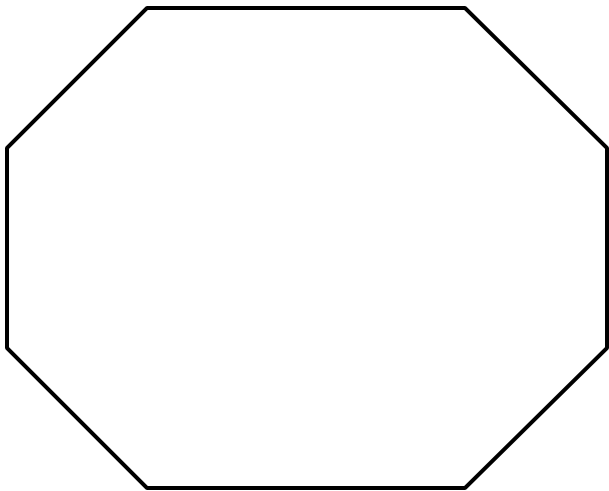
Can I judge things about the author's craft?
**How does the author make this story seem real?
Give examples.**

CONFLICTING FEELINGS

Analyze the conflict between the two characters

<p>How did _____ act?</p> <p>Insulted Angry Lonely</p> <p>Fighting Mad Scared Sad</p> <p>Embarrassed Nervous Silly</p> <p>Shocked Forgiving Hurt</p>	<p>What could _____ do?</p> <p>Solve the problem by....</p> <ul style="list-style-type: none">➤ Use feeling words➤ Use active listening➤ Stay calm➤ Keep trying
<p>HOW DID THE CHARACTER ACT?</p> <p>1. _____</p> <p>_____</p> <p>_____</p>	<p>WHAT COULD THE CHARACTER DO?</p> <p>1. _____</p> <p>_____</p> <p>_____</p>
<p>2. _____</p> <p>_____</p> <p>_____</p>	<p>2. _____</p> <p>_____</p> <p>_____</p>
<p>Describe one of your conflicts. How did you act?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What do you prefer to do the next time?</p> <p>_____</p> <p>_____</p> <p>_____</p>

COMMUNICATING FEELINGS



Can you think of four more feeling words?

- | | | | |
|-------------|-------|--------|------------|
| Embarrassed | Silly | Scared | Sad |
| Yucky | Proud | Angry | Frustrated |
| Shocked | Happy | Lonely | Excited |

I feel _____

When a friend says I'm fun to play with so I will _____

I feel _____

When I have to wait for answers or wait for _____

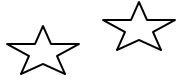
So I will _____

I feel _____

When I'm not sure where to go or what to do so I will _____

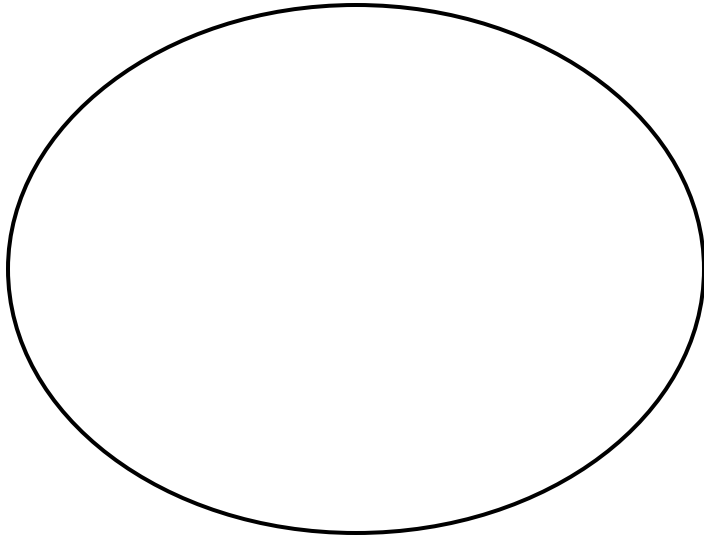
I feel _____

When I solve my problems so I will _____



SETTING GOALS

This is going to be a great day for me, I love to learn; I make every minute count, I am a top thinker and I always do my best. I know more than I think I know.



REFLECTIONS.....

- ◆ How did AFFIRMATIONS help the character achieve his/her goal?
- ◆ How did the character visualize him/herself at different points in the story?
- ◆ Would you like to have the character as a friend or classmate? Why?

My goal the next _____

Is to _____

This means I will be able to:

Here are some steps to help me reach my goal:

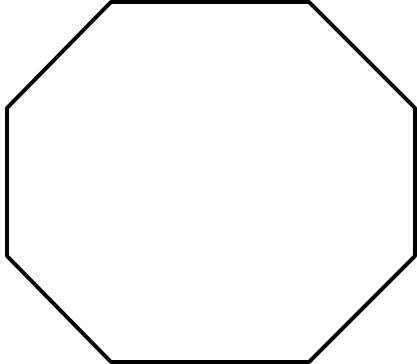
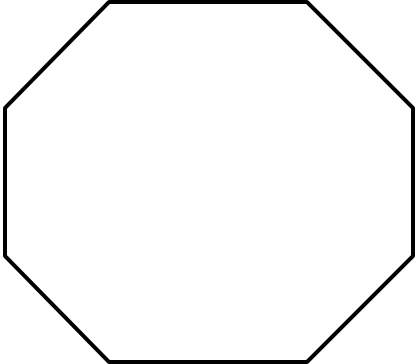
SIGNED:

<input type="checkbox"/>	Is the solution clear enough?
<input type="checkbox"/>	Does it tell: Who, what, where, when, and how?
<input type="checkbox"/>	Is the solution fair and even?
<input type="checkbox"/>	Do both people have to do something to make it work?
<input type="checkbox"/>	Can both people really do what they promised?
<input type="checkbox"/>	Will the solution solve the problem?
<input type="checkbox"/>	Will the solution solve the problem for the good?

IMPULSE CONTROL.....What makes a good solution?
 What makes for a GOOD SOLUTION?

EVALUATE your solution...
 Does it provide for all 7 elements?
 Use the checklist.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



RESOLUTION

STUDENT #1
 Agrees to:

STUDENT #2
 Agrees to:

THINK about these 9 kinds of conflict.....
 THINK about a conflict you heard about or saw.....
CREATE A GOOD SOLUTION!

Teasing/Put-downs	Name Calling/ Harassment	Friendship Dispute	Rumors	Disappointments
Property Dispute	Arguments	Shoving/Pushing	Threats	OTHER:

1. I said "This is going to be a great day for me," when

2. I said, "I love to learn; I make every minute count," when

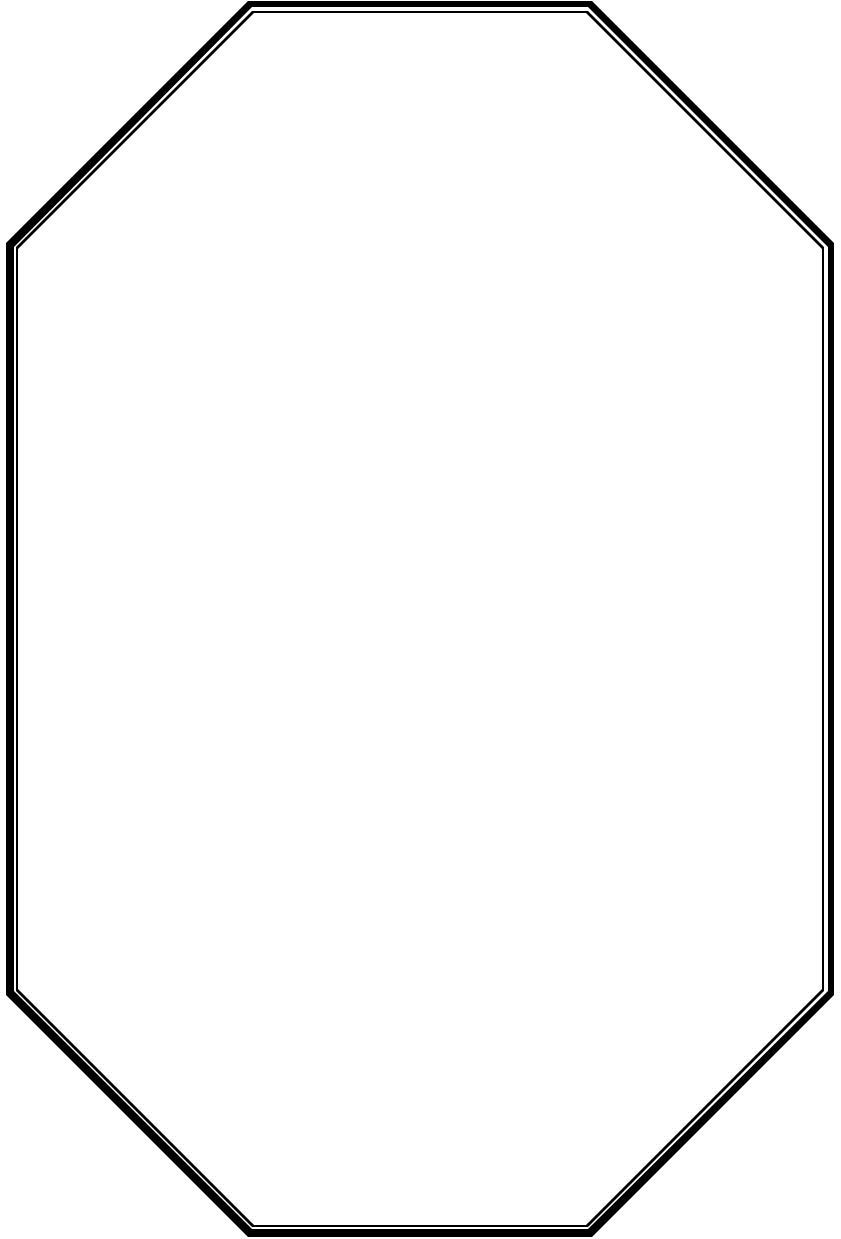
3. I said, "I'm a top thinker and I always do my best," when

4. I said, "I know more than I think I know," when

5. I said, "2-4-6-8 I am really GREAT," when

AFFIRMATIONS AND GOALS

- ◆ How do you think these affirmations helped me achieve my goals?
- ◆ Evaluate your day. What did you do well? What can you improve?



How could you use these 5 affirmations to encourage a friend?

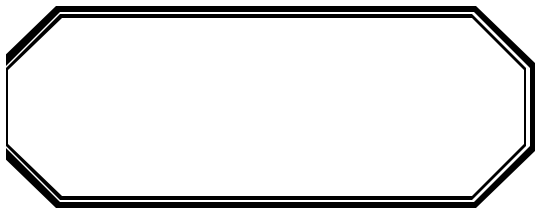
1. **This is going to be a great day for YOU!**
2. **YOU love to learn; YOU make every minute count!**
3. **YOU'RE a top thinker and YOU always do your best!**
4. **YOU know more than YOU think YOU know!**
5. **2-4-6-8 YOU are really great!!**

ANALYSIS OF PERSPECTIVES...Interpersonal Problem Solving...

TITLE: _____

AUTHOR: _____

NAME: _____
READER/WRITER'S REACTION



These are situations I faced in the story.

SITUATIONS

This is how the author had the character handle the situation.

CHARACTER'S EACTION

This is how I would have handled the situation.

PERSONAL REFLECTION

1.

1.

1.

2.

2.

2.

3.

3.

3.

PERSONAL STRENGTHS ASSESMENT



FORCED CHOICE ACTIVITY

From the list below select five characteristics or traits which you feel are most important for a friend or a mediator/conflict manager to have.

- | | | | |
|------------------------------------|--------------------------------------|---------------------------------------|------------------------------------|
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Strict | <input type="checkbox"/> Quiet | <input type="checkbox"/> Bashful |
| <input type="checkbox"/> Courteous | <input type="checkbox"/> Hard-nosed | <input type="checkbox"/> Thoughtful | <input type="checkbox"/> Popular |
| <input type="checkbox"/> Mean | <input type="checkbox"/> Obedient | <input type="checkbox"/> Patient | <input type="checkbox"/> Careful |
| <input type="checkbox"/> Forgiving | <input type="checkbox"/> Cheerful | <input type="checkbox"/> Power-Hungry | <input type="checkbox"/> Agreeable |
| <input type="checkbox"/> Clean | <input type="checkbox"/> Intelligent | <input type="checkbox"/> Selfish | <input type="checkbox"/> Ambitious |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Tricky | <input type="checkbox"/> Fair | <input type="checkbox"/> Concerned |

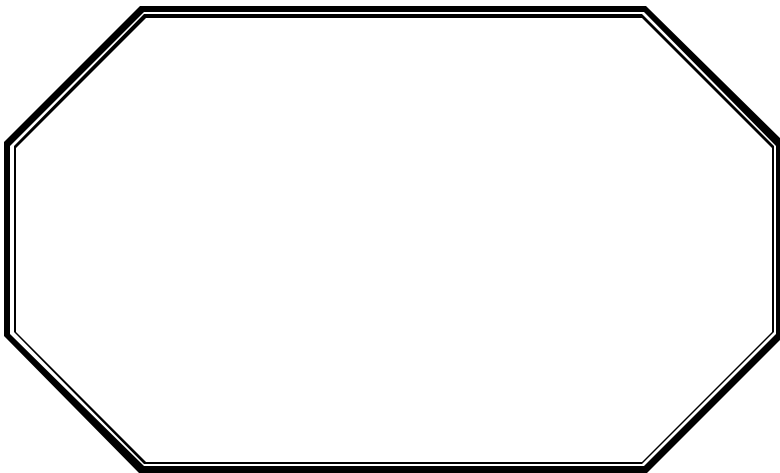
SIMILARITIES and DIFFERENCES

TITLE: _____

What are some traits that describe the character?

What traits do you think the character might want to improve or change?

What do you think are the character's best traits?



- | | | | |
|------------|-----------|-----------|----------|
| Proud | Outspoken | Sensitive | Quiet |
| Bossy | Talented | Loyal | Angry |
| Gentle | Impatient | Crabby | Friendly |
| Talkative | Creative | Forgetful | Polite |
| Careful | Concerned | Nagging | Shy |
| Thoughtful | Stubborn | Wise | Mean |

MY REFLECTIONS

SHIELD

Other traits I have observed in people are:

Traits I admire in my friends are:

My best traits are:

Traits I would like to improve or change are:

List of Books for:

Building Civic Literacy through Talking Points and Writing Prompts

These are suggested titles. The TEMPLATES can be used with any story you would read aloud to your class. Additional useful titles are William Bennett's *Children's' Book of Virtues* and any Collection of Aesop's Fables.

TEMPLATE 1

- K-3 *Matthew and Tilly* by Rebecca C. Jones
- K-3 *George and Martha Round and Round* by James Marshall
- K-3 *Goggles* by Ezra Jack Keats
- K-3 *Let's Be Enemies* by Janice May Udry
- K-3 *Where the Wild Things Are* by Maurice Sendak
- 1-3 *Get in a Fight* by Stan & Jan Berenstain
- 2-5 *Jamaica Tag-Along* by Juanita Havill
- 3-5 *Angel Child, Dragon Child* by Michele Marid Surat
- 3-5 *Old Henry* by Joan W. Blos
- 3-5 *Getting used to Henry* by Cari Best

TEMPLATE 2

- K-1 *Geraldine's Blanket* by Holly Keller
- K-3 *Matthew and Tilly* by Rebecca C. Jones
- K-3 *Jamaica's Find* by Juanita Havill
- K-3 *It wasn't My Fault* by Helen Lester
- K-3 *Goggles* by Ezra Jack Keats
- K-3 *Let's Be Enemies* by Janice May Udry
- K-3 *No Fighting, No Biting* by Else Holmelund Minarik
- K-5 *It's Mine* by Leo Lionni
- K-5 *We Are Best Friends* by Alike
- K-5 *Something Beautiful* by Sharon Dennis Wyeth
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Just Plain Fancy* by Patricia Polacco
- 2-5 *Finding the Green Stone* by Alice Walker
- 2-5 *The Bobbin Girl* by Emily Arnold McCully
- 2-5 *Jamaica Tag-Along* by Juanita Havill
- 3-5 *Wiley and the Hairy Man* retold by Judy Sierra
- 3-5 *Getting used to Henry* by Cari Best
- 3-5 *The Case of the Cat's Meow* by Crosby Bonsall
- 3-5 *Angel Child, Dragon Child* by Michele Maria Surat

TEMPLATE 3

- K-2 *A Letter to Amy* by Ezra Jack Keats
- K-3 *Matthew and Tilly* by Rebecca C. Jones
- K-3 *On Monday When It Rained* by Cherryl Kachenmeister
- K-3 *Best Friends for Frances* by Russell Hoban
- K-3 *George and Martha Round and Round* by James Marshall
- K-3 *No Fighting, No Biting* by Else Holmelund Minarik
- 2-5 *Just Plain Fancy* by Patricia Polacco
- 2-5 *Finding the Green Stone* by Alice Walker
- 2-5 *Now One Foot, Now The Other* by Tomie de Paola
- 2-5 *Jamaica Tag-Along* by Juanita Havill
- 3-5 *Willie's Not The Hugging Kind* by Joyce Barrett
- 3-5 *Old Henry* by Joan W. Blos
- 3-5 *Getting used to Henry* by Cari Best
- 3-5 *The Case of the Cat's Meow* by Crosby Bonsall
- 3-5 *Angel Child, Dragon Child* by Michele Maria Surat
- 3-5 *Wiley and the Hairy Man* retold by Judy Sierra

TEMPLATE 4

- K-1 *Just For You* by Mercer Mayer
- K-1 *Jessica* by Kevin
- K-1 *Geraldine's Blanket* by Holly Keller
- K-2 *A Letter to Amy* by Ezra Jack Keats
- K-3 *On Monday When It Rained* by Cherryl Kachenmeister
- K-3 *Best Friends for Frances* by Russell Hoban
- K-3 *Bailey Goes Camping* by Kevin Henkes
- K-3 *Sheila Rae, The Brave* by Kevin Henkes
- K-3 *Jamaica's Find* by Juanita Havill
- K-3 *George and Martha Round and Round* by James Marshall
- K-3 *Let's Be Enemies* by Janice May Udry
- K-3 *It wasn't My Fault* by Helen Lester
- K-3 *Louie* by Ezra Jack Keats
- K-5 *Yo! Yes?* By Chris Raschka
- 1-5 *Peach and Blue* by Sarah S. Kilborne
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Some Birthday* by Patricia Polacco
- 2-5 *Finding the Green Stone* by Alice Walker
- 2-5 *Going Home* by Eve Bunting
- 2-5 *Now One Foot, Now The Other* by Tomie de Paola
- 3-5 *Nick Joins In* by Joe Lasker

TEMPLATE 5

- K-1 *Just for You* by Mercer Mayer
- K-3 *Little Louie and the Baby Bloomer* by Robert Kraus
- K-3 *Bailey Goes Camping* by Kevin Henkes
- K-5 *Max Found Two Sticks* by Brian Pinkney
- K-5 *Black, White, Just Right* by Marguerite W. Davol
- 1-3 *Ronald Morgan goes to Bat* by Patricia Reilly Gift
- 1-5 *Peach and Blue* by Sarah S. Kilborne
- 2-5 *Jamaica Tag-Along* by Juanita Havill
- 2-5 *Finding the Green Stone* by Alice Walker
- 2-5 *The Bobbin Girl* by Emily Arnold McCully
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Something Beautiful* by Sharon Wyeth
- 2-5 *Oliver Button is a Sissy* by Tomie de Paola
- 3-5 *Thank you, Mr. Falker* by Patricia Polacco
- 3-5 *The Gates of the Wind* by Kathryn Lasky
- 3-5 *Nick Joins In* by Joe Lasker

TEMPLATE 6

- K-3 *Matthew and Tilly* by Rebecca C. Jones
- K-5 *ANY BOOK* by Bill Peet
- 1-3 *Get in a Fight* by Stan & Jan Berenstain
- 2-3 *Digby and Kate* by Barbara Baker
- 3-5 *Old Henry* by Joan W. Blos
- 3-5 *Angel Child, Dragon Child* by Michele Maria Surat

TEMPLATE 7

- K-1 *Just for You* by Mercer Mayer
- K-1 *I like me* by Nancy Carlson
- K-2 *Leo the Late Bloomer* by Robert Kraus
- K-3 *Best Friends for Frances* by Russell Hoban
- K-5 *Max Found Two Sticks* by Brian Pinkney
- 1-3 *Ronald Morgan Goes to Bat* by Patricia Reilly Gift
- 2-5 *Jamaica Tag-along* by Juanita Havill
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Finding the Green Stone* by Alice Walker
- 2-5 *The Bobbin Girl* by Emily Arnold McCully
- 2-5 *Oliver Button is a Sissy* by Tomie de Paola
- 3-5 *Nick Joins In* by Joe Lasker
- 3-5 *My Buddy* by Audrey Ofsofsky
- 3-5 *The Rooster Gift* by Pam Conrad
- 3-5 *The Gates of the Wind* by Kathryn Lasky
- 3-5 *Wiley and the Hairy Man* retold by Judy Sierra
- 3-5 *The Bracelet* by Yoshikp Uchida
- 3-5 *Thank you Mr. Falkner* by Patricia Polacco
- 3-5 *Satchmo's Blues* by Alan Schroeder

TEMPLATE 8

- K-1 *Jessica* by Keven Henkes
- K-1 *Geraldine's Blanket* by Holly Keller
- K-3 *Little Bear's Friend* by Else Holmelund Minarik
- K-3 *Jamaica's Find* by Juanita Havill
- K-3 *George and Martha Round and Round* by James Marshall
- K-3 *Goggles* by Ezra Jack Keats
- K-5 *Big Al* by Andrew Cements
- 1-3 *Porcupine's Pajama Party* by Terry Webb Harshman
- 1-3 *Ronald Morgan Goes to Bat* by Patricia Reilly Gift
- 1-5 *Tikvah Means Hope* by Patricia Polacco
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Mrs. Katz and Tush* by Patricia Polacco
- 2-5 *The Bobbin Girl* by Emily Arnold McCully
- 2-5 *Going Home* by Eve Bunting
- 2-5 *Now One Foot, Now The Other* by Tomie de Paola
- 2-5 *Jamaica Tag-along* by Juanita Havill

TEMPLATE 8 (continued)

- 3-5 *The Gates of the Wind* by Kathryn Lasky
- 3-5 *Willie's Not The Hugging Kind* by Joyce Barrett
- 3-5 *Old Henry* by Joan W. Blos
- 3-5 *Getting Used to Henry* by Cari Best

TEMPLATE 9

- K-1 *Jessica* by Kevin
- K-2 *A Letter to Amy* by Ezra Jack Keats
- K-2 *The Blushful Hippotomus* by Chris Raschka
- K-3 *Little Louie the Baby Bloomer* by Robert Kraus
- K-3 *Best Friends for Frances* by Russell Hoban
- K-3 *Sheila Rae, the Brave* by Kevin Henkes
- K-3 *George and Martha Round and Round* by James Marshall
- K-3 *Let's Be Enemies* by Janice May Udry
- K-5 *It's Mine* by Leo Lionni
- K-5 *Yo! Yes?* by Chris Raschka
- K-5 *Who is the Beast?* by Keith Baker
- K-5 *Big Al* by Andrew Clements
- 1-5 *Peach and Blue* by Sarah S. Kilborne
- 1-5 *How to Lose All Your Friends* by Nancy Carlson
- 2-5 *Jamaica Tag-along* by Juanita Havill
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Mrs. Katz and Tush* by Patricia Polacco
- 2-5 *Mrs. Mack* by Patricia Polacco
- 3-5 *My Buddy* by Audry Osofsky
- 3-5 *The Gates of the Wind* by Kathryn Lasky
- 3-5 *The Rooster Gift* by Pam Conrad

TEMPLATE 10

- K-2 *The Blushful Hippotomus* by Chris Raschka
- K-2 *Leo the Late Bloomer* by Robert Kraus
- K-3 *Matthew and Tilly* by Rebecca C. Jones
- K-3 *Little Louie the Baby Bloomer* by Robert Kraus
- K-3 *Best Friends for Frances* by Russell Hoban
- K-3 *Sheila Rae, the Brave* by Kevin Henkes
- K-3 *Jamaica's Find* by Juanita Havill
- K-3 *George and Martha Round and Round* by James Marshall
- K-3 *Where the Wild Things Are* by Maurice Sendak
- K-5 *Max Found Two Sticks* by Brian Pinkney
- K-5 *Big Al* by Andrew Clements
- K-5 *Black, White, Just Right* by Marguerite W. Davol
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- 2-5 *Jamaica Tag-along* by Juanita Havill
- 2-5 *Babushka Baba Yaga* by Patricia Polacco
- 2-5 *Just Plain Fancy* by Patricia Polacco
- 2-5 *Babushka's Doll* by Patricia Polacco
- 3-5 *Old Henry* by Joan W. Blos
- 3-5 *Getting Used to Henry* by Cari Best
- 3-5 *The Rooster Gift* by Pam Conrad