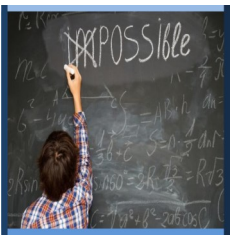
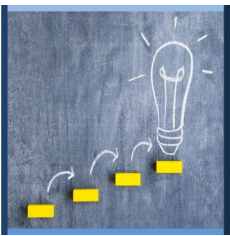


4S Skills for Secondary School Success



Student Manual

2025 Edition



Unit 4: Interacting with Others as We Learn Together



Connection Circles Fast Facts

Developing Positive Relationships

Restorative Practices

are an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

Ground Rules

- Confidentiality
- You can pass, but we will come back to you. You do not have to answer the question at that point.
- The person with the talking piece gets everyone's full attention.



Connection Circles

are the basic building block for developing restorative communities. This process fosters relationships among students, school staff, parents and community members. Conflict is reduced and relationships flourish when people get to know one another better.

School and Classroom Climate

Safe space, trust, and equal voice.

Circles Promote Belonging, Purpose, Hope, and Agency

Circles are powerful symbols of community

Circles convey connection, inclusion, fairness, equality and wholeness. We use circles to build community and deepen relationships.

MY IDENTITY CHART

Nationality.....

Ethnicity.....

Language.....

Culture.....

Favorite traditions.....

Hobbies.....

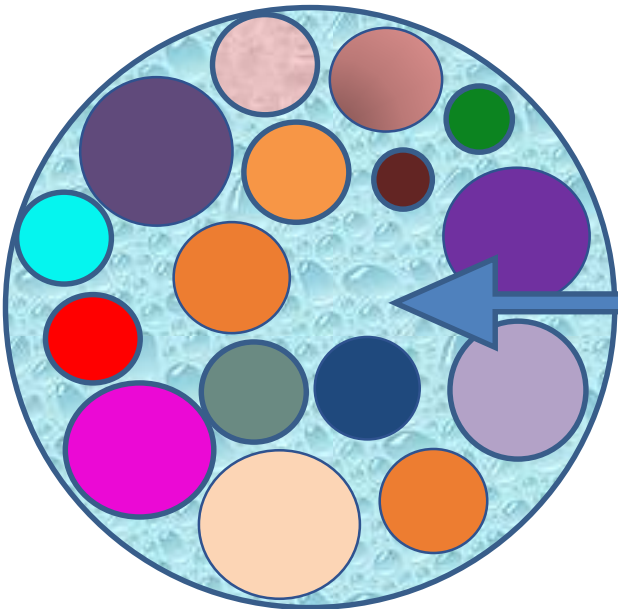
Extra-curricular activities.....

Career interest.....

Favorite subject.....

Least favorite subject.....

My Name



Gratitude Journal

Instructions

List 3 THINGS or PEOPLE you are GRATEFUL for today and say WHY. Do this twice a week. *For example, “My grandpa surprised me by giving me a ride home from school so I didn’t have to walk in the rain.”*

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

I-Message Skits

Skit 1



Cory: Sandy, what's the matter with you? I called you three times last week to borrow that book you read for English class, and you never even called me back. But I'm always there for you when you need to borrow a basketball or a book or a few dollars. I always call you back. You never even bothered to return my calls, and just ignored me. I told Jamal about it and he thinks you're being a jerk, too. We're both fed up with you. He finally let me borrow his book, so never mind! You are so irresponsible.



Sandy: What are you talking about? You're making a big deal out of nothing. You only called me once, and I was busy and didn't call you back; so what? You always get all worked up about stuff, and I'm tired of it. And what business is it of Jamal's? You shouldn't have dragged him into it, talking about me behind my back like that. What a loser.

Skit 2



Cory: Sandy, I'm feeling pretty upset right now. I called you three times last week to see about borrowing your English book from last year, but you never called me back. I feel like I can't depend on you at all to help me out. But I try hard to be there for you when you need to borrow a book or a few dollars or something. I finally got the book from Jamal. When you don't return my calls I feel really disrespected.



Sandy: Did you really call me three times last week? I guess I wasn't paying enough attention. My mom was sick and had me running errands for her. I'm sorry, I should have called you back. I didn't know it was that important to you. I'm glad you were able to get the book from Jamal.

Steps to Active Listening: Four F's

Active listening takes concentration. You may feel tired after a period of active listening! You can remember the steps to active listening with the four F's: **focus**, **feelings**, **facts**, and **feedback**.



1. Focus on the speaker

- Give your full attention.
- Sit up straight and look at the speaker.
- Ignore or remove other distractions (TV, music, other conversations).
- Don't interrupt. Don't jump ahead mentally to plan your response.

2. Feelings

- Listen for the speaker's feelings as well as facts.
- Pay attention to the speaker's body language—what is he or she saying non-verbally?

3. Facts

- Note any facts that you did not know before.

4. Feedback

- Reflect back what you hear. Paraphrase or restate: "What I hear you saying is...." Or "It sounds like you..." This does not mean that you agree with the speaker—just that you heard him or her.
- Communicate your attention by nodding, saying "uh huh" or "yes" if you understand.
- Ask questions to clarify understanding: "Do you mean you thought...?"
- Summarize the speaker's main points. The speaker then affirms or corrects your perception as necessary.



Photo credits: Allison Shelley All4Ed <https://images.all4ed.org/girls-talking-in-chemistry-class;>
<https://www.flickr.com/photos/all4ed/35668669474/in/photostream/>

Expert Tips for Working Together

What We Say

- Say “OK” or answer when someone speaks to you.
- Use a calm, pleasant, indoor (quiet) voice.
- Don’t make fun of anyone’s ideas or tease. Don’t criticize them.
- If you hurt someone else’s feelings or do something wrong, say you are sorry.
- Use “I” statements (“I feel...I think...I don’t understand...” rather than “You” or “Those people” statements (“You don’t know...those people think that...”).
- Don’t be sarcastic or cut down someone else, even as a joke. You can be funny without putting others down!
- Paraphrase what the other person says or repeat back what you hear (“So, you think that....” or “What I hear you saying is that”).
- Ask people to explain something you don’t understand.
- Don’t always try to have the last word.

What We Do

- Pay attention when another group member speaks.
- Look at the person who is speaking. Try not to be distracted by other things, such as TV, cell phones, music, etc. This lets people know you are listening.
- Stay on task.
- Don’t interrupt the speaker.
- If you disagree, say why you feel differently about the idea but don’t criticize the other person.
- Don’t leave the room if you get frustrated or bored.
- Don’t take part in side conversations when a team member is talking.



Our Top 10 Tips for Working Together

Working with your teammates, identify ten **top tips** teams can use to help them **work together** to reach their goals.

<p>What We Say</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
<p>What We Do</p> <p>6.</p> <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p>



The Post-Game Interview

Read the following post-game interview. Can you identify the qualities that make for a successful team?



Reporter 1: Great game today, Coach. Can you comment on what worked for you?

Coach: (He laughs.) What worked? The players worked. The coaching staff worked. The hot dog vendors worked. In this organization, everyone plays an important part.

Reporter 2: But your quarterback deserves most of the credit on the field, right?

Coach: He had a really good day passing the ball. Also, the offensive line gave him a lot of time to make good decisions.

Reporter 1: Your defense is on its way to being one of the best ever. Any comment on that?

Coach: Our defensive coaches have studied our opponents each week. They spend hours reviewing game film. The players have bought into it, too. They think about the game more than last year. And right now, they believe in themselves. They know they can do it if they keep working hard.

Reporter 2: Are you thinking about the championship yet?

Coach: We've been thinking about it since training camp. But our focus is on our next game. But I'll tell you, I've never been so happy to coach a team. The players and coaches are motivated and know how to learn and improve every week.



Disagreeing Without Being Disagreeable T-Chart

What does healthy disagreement look like and sound like? Work with your team to write your ideas in the chart below.

Disagreeing Without Being Disagreeable	
Looks Like...	Sounds Like...

Give 1/ Get 8 Self-Care Activities (activity courtesy of Chicago Public Schools)

1. Answer ONE of the questions in the grid below.
2. Mingle with others to share your activity and hear about theirs. Write their ideas in your grid.
3. Look at the ideas you've collected. Circle the ones you like best, and plan to incorporate them into your week!

How do you make time for exercise, and what kind of exercise do you like to do?	What do you do during the week to nurture your spiritual health?	How do you carve out “me time” in your busy day, and what do you do with it?
How do you unwind and recharge after school?	How do you care for yourself when you have had an upsetting or stressful day?	What strategies do you use to eat healthy?
What morning routine helps you prepare emotionally for the day?	What do you do with your friends or family that re-energizes you?	Other—what’s your favorite self-care activity that doesn’t fit into any of these boxes?

My Self-Care Plan

Fill in each of the spaces below. This will help you identify strategies and resources you can rely on to help you stay mentally and emotionally strong when things are tough.

<p>People: Who are the people I rely on to encourage me and support me in daily life? Try to think of one or more caring adult(s) as well as friends and peers.</p>	
<p>Practices: What do I like to do to help me feel better in times of stress? Examples might include exercise, music, art, coloring, writing poetry, journaling, or prayer.</p>	
<p>Stressors: What times, places, or situations stress me out or challenge my well-being?</p>	<p>Strategies: How can I draw on the supports listed above to face the challenges of each of my stressors?</p>

Create a Caring Community: Practice Empathy!

Empathy is recognized as an important life skill for building healthy relationships. It's also essential to building a caring classroom community. But what is empathy? Empathy is being able to understand how someone feels because you can imagine what it is like to walk in their shoes. Educator and author Bob Sornson says that empathy is the foundation of all emotional intelligence. When we learn empathy, we can have strong relationships, truly care for others, and set appropriate limits in our own lives without becoming angry.



But how can we develop empathy? Sornson suggests that learning to calm ourselves, manage our emotions, and stay focused on the right things gives us the ability to look beyond ourselves. This creates empathy that makes a caring classroom community possible.

Here are some tips for practicing empathy.

1. Be a friend to yourself first. Be honest about your own feelings and name them: “I feel angry/ frustrated/sad/happy about ____.” This helps you understand and relate to others’ feelings.
2. Listen deeply without interrupting, judging, or offering advice. Give your full attention.
3. Pay attention to people’s body language, facial expressions, and other nonverbal cues. Learn what these clues mean.
4. We sometimes feel uncomfortable and don’t know exactly what to say. Saying “I see your pain” or “I am here with you” lets the person know that you care and are present.
5. When someone is happy, share in their joy! Congratulate them and ask about what happened.

As we learn to identify deeply with one another’s feelings and experiences—positive, negative, and in between—we can make our classroom a place where each person feels cared for.

Reference: Sornson, B. (2014, June 23). Developing empathy in the classroom. Leadership, Teaching Methods. Corwin Connect. Retrieved from <https://corwin-connect.com/2014/06/developing-empathy-classroom/>

Image <http://clipart-library.com/clipart/116524.htm>

Empathy T-Chart

Looks Like	Sounds Like



Photo by Allison Shelley All4Ed

President Obama Marks March on Washington's 50th Anniversary (Video Transcript, August 28, 2013)

“Reignite the Embers of Empathy”

The March on Washington teaches us that we are not trapped by the mistakes of history; that we are masters of our fate. But it also teaches us that the promise of this nation will only be kept when we work together. **We'll have to reignite the embers of empathy and fellow feeling**, the coalition of conscience that found expression in this place 50 years ago.

And I believe that spirit is there, that truth force is inside each of us. I see it when a white mother recognizes her own daughter in the face of a poor black child. I see it when the black youth thinks of his own grandfather in the dignified steps of an elderly white man. It's there in the native-born recognizing that striving spirit of the new immigrant; when the interracial couple connects the pain of a gay couple who are discriminated against and understands it as their own.

That's where courage comes from -- when we turn not from each other, or on each other, but towards one another, and we find that we do not walk alone. That's where courage comes from. And with that courage we can stand together.

Name: _____

Date: _____

W

What surprised me? -----

O

On it! I already know it. I am using it -----

W

Wondering. Weighing it. Not sure about it-----

Individual Empathy Map

In the grid below, take notes during your Empathy Interview on things that your partner says, does, thinks, or feels.

<div>SAY</div>	<div>THINK</div>
<div>DO</div>	<div>FEEL</div>

Name: _____ Date: _____

Personal Reflection on Empathy Mapping and Design Process

Kiran Bir Sethi, a famous educator and a Design for Change founder, asserts, “Sharing the story helps let others know that change is possible-thereby helping more people get infected by the I Can bug.”

Write about what you learned today. Reflect on key takeaways; revisit the goal and results. What did you learn that surprised you? Did the process reach a satisfactory conclusion? What aspects of the classroom community would you continue to refine?

“I am, You are... We are”: Who is Alberto Biasi?

Alberto Biasi (say bee-AH-see) is an Italian artist who creates something he calls an “environmental opera” or a “dynamic meditation.” What does that mean? An “environmental opera” means that the work is happening all around you—the public is immersed in the experience. A “dynamic meditation” calls people to reflect through movement and energy.

What does it feel like to participate in one of Biasi’s art environments? Moving beams of colored light play on a white surface as viewers move within the space. This creates a visual phenomenon of shifting multi-colored shadows of the audience. You see your own image, in different colors and at various angles, moving as you move, so that you yourself become an active, contributing participant in the art work.



<https://www.mutualart.com/Exhibition/Alberto-Biasi--The-Visibility-of-the-Inv/ABAB870434342462>



<https://www.arshake.com/en/the-op-spaces-of-alberto-biasi/>