

# THE EMOTIONAL INTELLIGENCE BLUEPRINT





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# The Blueprint

## Overview of the Blueprint

The Blueprint is a tool that helps students solve problems, make good decisions, and resolve conflict or other challenges. It also is useful for principals, teachers, and other adults as a problem-solving process for the many emotion-laden situations they encounter throughout the school day. The Blueprint's approach to solving problems can be used for interpersonal situations between two or more people for past, present, and future situations. It can be used as a learning tool to analyze situations faced by people in the news, historical figures, or characters in books, television, and in a variety of other academic content areas. When used consistently and comprehensively, the Blueprint helps to create a more empathic, productive, and harmonious community.

The Blueprint is derived from scientific research on the ability model of emotional intelligence and the achievement model of emotional intelligence. It includes a series of questions designed to solve emotion-laden problems that involve two or more people. When students complete the Blueprint for a particular issue, they identify and describe:

- what emotions were experienced by each person,
- what caused each person's feelings,
- how each person expressed and handled those feelings, and
- what each person might have done differently to manage the emotions more effectively and make the situation turn out better for all those involved.

Figure 1 lists the series of basic Blueprint questions that can be used to analyze a current situation or conflict between two or more people. Students complete these questions individually in writing or together in a conversation to analyze and solve emotion-laden problems.

# The Blueprint

**Figure 1. The Blueprint: Current Situation**

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What happened

Me	Other person(s)
How did I feel?	How does _____ feel?
What is caused my feelings?	What caused _____ 's feelings?
How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?

What could I have done to handle the situation better?

---

What can I do now?

# The Blueprint

The Blueprint questions are designed to develop students' RULER skills: Recognizing, Understanding, Labeling, Expressing, and Regulating emotions:

- Recognizing and labeling emotions from cues in facial expressions, vocal tones, and body postures and movements;
- Understanding the causes and consequences of emotions;
- Expressing emotions and regulating them using specific strategies; and
- Reflecting on emotion-laden situations and developing an action plan for regulating emotions in these situations more effectively.

Figure 2 shows how the basic Blueprint questions can be adapted to analyze past, present, or upcoming situations from an emotionally literate point of view. While the Blueprint is typically used for interpersonal situations involving oneself ("me") and someone else ("other person"), it can also be used to analyze conflicts between two different characters or groups by simply changing the "me/other person" to the name of the character or group.

# The Blueprint

**Figure 2. The Blueprint: Past, Current, and Future Situations**

	Past	Current	Future
Recognize & Label	<ul style="list-style-type: none"> <li>• How did I feel?</li> <li>• How did the other person feel?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel?</li> <li>• How does the other person feel?</li> </ul>	<ul style="list-style-type: none"> <li>• How will/might I feel?</li> <li>• How will/might the other person feel?</li> </ul>
Understand	<ul style="list-style-type: none"> <li>• What caused my feelings?</li> <li>• What caused the other person's feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• What is causing my feelings?</li> <li>• What is causing the other person's feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• What will/might cause me to feel this way?</li> <li>• What will/might cause the other person to feel this way?</li> </ul>
Express & Regulate	<ul style="list-style-type: none"> <li>• How did I express and regulate my feelings?</li> <li>• How did the other person express and regulate his/her feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• How am I expressing and regulating my feelings?</li> <li>• How is the other person expressing and regulating his/her feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• How will/might I express and regulate my feelings? How can I best express and regulate my feelings?</li> <li>• How will/might the other person express and regulate his/her feelings?</li> </ul>
Reflect & Act	<ul style="list-style-type: none"> <li>• What could I have done to handle the situation better? What can I do now?</li> </ul>	<ul style="list-style-type: none"> <li>• What can I do to handle the situation better?</li> </ul>	<ul style="list-style-type: none"> <li>• What will/might I do to handle the situation well?</li> </ul>

# The Blueprint

## Expanding the Blueprint Process

The Blueprint process can be enriched and extended by adding reflection questions to the basic series of Blueprint questions. As seen in Figure 3, the questions in boldface type are the basic questions; the bulleted questions are more specific and can be used as additional prompts. These prompts can be especially helpful when used for a conflict between two students. Choose questions that will help students gain greater understanding and insight to the problem they are solving.



# The Blueprint

**Figure 3. Enriching and Expanding the Blueprint Questions**

What happened?

- Describe the situation. Who was involved? What was the sequence of events?

Me	Other Person(s)
<p>How did I feel?</p> <ul style="list-style-type: none"> <li>• How was I feeling before, during, and/or after the situation?</li> <li>• How pleasant or unpleasant did I feel? What thoughts were going through my head?</li> <li>• How much energy did I have? What was going on inside my body?</li> <li>• What is the best word or set of words to describe what I was feeling?</li> </ul>	<p>How did the other person feel?</p> <ul style="list-style-type: none"> <li>• How do you think the other person was feeling before, during, and/or after the situation?</li> <li>• How pleasant or unpleasant did the other person seem to feel? What kind of thoughts may have been going through the other person's head?</li> <li>• How much energy did the other person seem to have? What may have been going on inside the other person's body?</li> </ul>
<p>What caused my feelings?</p> <ul style="list-style-type: none"> <li>• Why was I feeling that way?</li> <li>• At what point did my feelings start to change? Why might that be the case?</li> </ul>	<p>What caused the other person's feelings?</p> <ul style="list-style-type: none"> <li>• Why may have the other person been feeling that way?</li> <li>• At what point did the other person's feelings seem to change? Why might that be the case?</li> </ul>
<p>How did I express and regulate my feelings?</p> <ul style="list-style-type: none"> <li>• How did I react to what was going on inside of me?</li> <li>• How did I show what I was feeling?</li> <li>• How did I handle my feelings? What did I do? What did I say?</li> </ul>	<p>How did the other person express and regulate his/her feelings?</p> <ul style="list-style-type: none"> <li>• How did the other person react to what happened?</li> <li>• How did the other person show how he/she was feeling?</li> <li>• How did the other person handle his/her feelings? What did he/she do? What did he/she say?</li> </ul>

What could I have done to handle the situation better? What can I do now?

- How helpful was the way I handled the situation? What went right? What went wrong? What did I do that was effective? What did I do right?
- What other ways could I approach the situation now or next time?
- Envision trying each of the new approaches to the situation. As you envision each approach, ask yourself:
  - What is likely to happen? Now? In the future? Do I want these things to happen? Would they be helpful?
  - How will this way of handling the situation make me feel? Make others feel? Now? Later? Do I want to feel this way? Do I want others to feel this way?
  - How easy will it be to try this approach? What kinds of things may stand in my way?
- Overall, what is the best solution to this problem?
- How will I follow up to make sure the problem is resolved?
- What can I do now to improve the outcome in this situation?

# The Blueprint

| Using the  
Blueprint really  
helped with  
altercations  
– it melted  
away anger.  
(Teacher)

”

## Outcomes Associated with Using the Blueprint

The Blueprint is designed to build self-awareness, social awareness, self-regulation, empathy, and perspective taking. The Blueprinting process helps students and staff to become aware of their own and others' emotions. This level of self and social awareness is critical because emotions often drive thinking, decision making, and behavior. As students reflect on their own feelings as well as the feelings of others, they are more able to understand, prepare for, and cope with many different emotion-laden situations. Too often, students (and adults) react to challenging circumstances in unproductive ways. When they take the time to reflect on these circumstances and consider the perspectives of others, they are less likely to repeat their mistakes. In essence, they become better thinkers and problem-solvers as they become more mindful of their reactions to various people and circumstances. Moreover, acknowledging the emotional components of their lives can help them to understand how their emotions influence how they behave and how others' behaviors also may be driven by the feelings they have. This enhanced level of awareness can do wonders for preventing and handling interpersonal challenges effectively.

One final benefit of the Blueprint is that it engages students in academic learning. Teachers can use the Blueprint questions to help students become emotionally connected to the characters they encounter in literature, history, and current events. For example, teachers may use the Blueprint questions to evaluate a conflict between Tom Sawyer and Huck Finn, the decisions George Washington made during the Revolutionary War, or the emotional experience of a presidential candidate before a primary debate. These academic uses of the Blueprint help students to understand multiple perspectives and reinforce that emotions are common to all human experiences, even those that are historical or fictional. When students reflect on different ways of handling conflict and generate ideas for other, more helpful approaches, they are building a repertoire of strategies for regulating their own emotions and managing similar situations in their own lives.

# The Blueprint

## Personal Use of the Blueprint

The Blueprint can be used for your own personal or professional situations from the past, present, and future. We recommend that you use the tool regularly for at least one month before teaching it to your students. This will enable you to experience firsthand the benefits of the tool and share your experiences with your students.

On the next page (Figure 4) is an example of how the Blueprint can be used to analyze a difficult situation that a teacher might encounter. Read the example and pay careful attention to the way in which the Blueprint questions are used to analyze the situation from an emotionally literate point of view. Then, consider how you might use the Blueprint to analyze your own difficult situations in school. For future situations, like an upcoming parent-teacher conference that may be uncomfortable, follow the same process by adjusting the questions to the future tense (i.e., *How will I feel? How would I like to express and regulate my feelings? What can I do to make sure that the situation turns out well?*). A variety of sample Blueprints (for past, present, and future) are provided for your use in the Blueprint Worksheets section of the guide.

# The Blueprint

## Figure 3. Enriching and Expanding the Blueprint Questions

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What happened?

The principal of your school just handed you a letter from a parent who complained about your teaching style and blamed you for her child's poor performance. As you read through the letter, the principal asks to see you in his office in 10 minutes and walks away.

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How did I feel? How did the principal feel?

You first pay attention to your feelings. What types of thoughts are going through your mind? What types of sensations are going through your body? You realize your thoughts are racing; heat is rising in your body. Your face is turning red, and your palms are beginning to sweat. You feel a mixture of surprise, anger, embarrassment, and nervousness. Based on the principal's tone and facial expression, you guess that he is irritated and disappointed. (Be careful about guessing. In many cases, it is better to ask how the other person is feeling.)

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What caused my feelings? What caused the principal's feelings?

You analyze the specific causes of each of the emotions you are experiencing. You realize you are stunned at the parent's accusation because you never have received criticism about your teaching style. You feel angry, which likely stems from your thoughts about how unfair it is to be accused of being a poor teacher. You also feel embarrassed when you wonder why this happened and if your performance as a teacher really is to blame. As you think about your looming meeting, your nervousness grows. You dislike conflict and are uncomfortable in meetings with the principal. Finally, your thoughts turn to how the principal may be feeling. You know the principal is a busy man, and he likely is irritated by having to deal with this situation. You also think he may be disappointed because a parent has criticized a teacher at his school.

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How did I express and regulate my feelings? How did the principal express and regulate his feelings?

As you read through the letter, your brow furrowed and your body became tense. The principal had handed you the letter without saying anything except to request a meeting and then, simply walked away. Since you received the letter, as you are preparing for your meeting, you have gone outside for some fresh air and have been taking deep breaths to diffuse some of your mixed negative emotions. You decide to outline mentally what you would like to tell the principal.

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What could I have done to handle the situation better? What can I do now?

Although you wish you had not reacted so negatively at first, you are satisfied that you have diffused most of your anger and embarrassment and have leveraged your remaining feelings to help you plan for the meeting that is about to take place. You gather some of the student's work to bring with you and go over in your head how you want the meeting to go. As you walk toward the principal's office, you feel more confident about the meeting because you have clarified your own feelings and have a plan for helping the meeting go smoothly and reach a positive conclusion.

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# The Blueprint

## Classroom Use of the Blueprint

After you have used the Blueprint for at least one month for your own problem solving and development, you are ready to introduce the tool to your students. Ideally, the Blueprint is introduced after the Charter has been developed and both the Mood Meter and Meta-Moments have been taught to students. On the next few pages, developmentally appropriate lesson plans for lower elementary, upper elementary, middle school, and high school are outlined to provide you with a road map for introducing the Blueprint and using it regularly in your classroom:

**Lesson 1: Analyzing Characters Using the Blueprint** – this basic lesson introduces the Blueprint using characters or historical figures from academic curricula.

**Lesson 2: Blueprinting a Classroom Conflict** – in this lesson, students expand their knowledge of the Blueprint by analyzing a recent classroom conflict together as a group.

**Lesson 3: Using the Blueprint for Interpersonal Challenges** – students develop advanced knowledge of the Blueprint as they learn to use the tool for past, present, and future challenging interpersonal situations.

**Lesson 4: Blueprinting for Behavior Management** – here, the teacher introduces a way in which students can use the Blueprint as needed to problem-solve about emotionally challenging situations that arise in class.



# LESSON

# 1

## Analyzing Characters Using the Blueprint



# Analyzing Characters Using the Blueprint

Lesson 1 | Lower Elementary

## RECOMMENDED GRADE LEVELS: K-2

**Purpose:** To provide students with a basic understanding of the Blueprint using characters from a storybook

### Learning Objectives:

Students will be able to...

- Analyze the feelings of two or more storybook characters using the Blueprint questions

### Materials and

#### Preparation:

Students will need...

- Access to a storybook that involves an emotional conflict between two characters (for storybook ideas, see *Examples for Character Analysis Blueprint* (in Appendix))
- Copies of *Blueprint: Character Analysis Worksheet* (in Appendix) or Blueprint questions that you have customized to the specific book you have selected for this lesson
- (optional) Flip Chart (or large sheet of paper) and markers

**Time:** 20 minutes

## Lesson 1: Analyzing Characters Using the Blueprint Lower Elementary

### Procedure

Prior to the lesson, make sure to select a storybook to introduce the concept of the Blueprint to students. Examples of age-appropriate books are provided in the Appendix (**Examples for Character Analysis Blueprint**). Once you have selected your book, review the **Blueprint: Character Analysis** worksheet also in the Appendix, and make sure that the characters in the book can be analyzed using these questions. Consider customizing the Blueprint questions specific to your book selection and writing them on the board or a flip chart in advance of the lesson. For the purpose of this lesson plan sample, we will demonstrate using the book, *Chrysanthemum*, by Kevin Henkes.

#### 1. Introduce the Blueprint:

*Today we are going to learn about a tool that will help us understand each other when we aren't getting along. I have been using the tool for a while now and have learned a lot about myself. I would like to start using this tool together in our classroom whenever we have disagreements with each other. It will help us have the feelings we talked about when we created our class Charter. We're going to learn how this tool works by using it to understand the feelings of a young girl named Chrysanthemum.*

2. Read the book, *Chrysanthemum*, out loud to students. At various points in the story, draw students' attention to the ways in which Chrysanthemum and the other students were expressing their feelings to one another.



# Analyzing Characters Using the Blueprint

Lesson 1 | Lower Elementary

3. Walk students through the questions in the Blueprint: Use the Character Analysis worksheet or the Blueprint questions you customized for your selected book. You may choose to have students answer these questions in writing, if developmentally appropriate, or as part of a group discussion, taking turns answering the questions aloud:

Now, let's answer some questions about the book we just read:

- How does Chrysanthemum feel when she is teased for her name? How do the students feel when they find about her name?
- Why do you think Chrysanthemum feels this way? What caused the students' feelings?
- How does Chrysanthemum show how she feels? How does she handle her feelings? How do the students show and handle their feelings?
- Instead of beginning to hate school and her name, what could Chrysanthemum have done to feel better about herself and more accepted? Instead of teasing Chrysanthemum for her name, what could the students have done when they found out about her name?
- What can Chrysanthemum do now? What can the students do now?

As students answer each of the Blueprint questions, write their responses for all to see.

4. Conclude by explaining to students that they just used the Blueprint to problem solve about characters in a story. Let them know that they will be learning soon how to use this tool to solve their own problems or disagreements.

**Learning Extension:** Consider having students role-play the conflict they learned about in the storybook using puppets or masks to represent the different characters. Have one group act out the conflict as it happened in the book. Ask another group to role-play one of the resolutions to the conflict that the class came up with during the lesson.

**Evaluation:** Have students fold a sheet of paper in half. On the left side, they can draw a picture of the emotional conflict that occurred in the story. The picture should clearly show how the characters were expressing and regulating their feelings during the conflict. On the right side of the page, have students draw a picture of the characters resolving the conflict using the strategies discussed in the Blueprint process. If they are able to, students should write a description of each drawing below it.

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Social Awareness
- Responsible Decision-making
- Relationship Skills

# Analyzing Characters Using the Blueprint

Lesson 1 | Lower Elementary

## *The Blueprint: Character Analysis*

What happened? Chrysanthemum was teased by her classmates because of her long and unusual name.

Chrysanthemum	Classmates
<p>How does Chrysanthemum feel when she is teased for her name?</p> <p>Chrysanthemum feels embarrassed when her classmates tease her about her name. She also feels left out and starts to dislike school and even her name.</p>	<p>How do her classmates feel when they find out her name?</p> <p>Chrysanthemum's classmates are amused when they find out her name because it sounds so unusual and is the name of a flower.</p>
<p>What caused Chrysanthemum to feel this way?</p> <p>Chrysanthemum's classmates teasing her caused her to feel left out, down, and embarrassed about her name.</p>	<p>What caused her classmate's feelings?</p> <p>Hearing a long and unusual name they had never heard before caused them to be amused and maybe a bit curious.</p>
<p>How does Chrysanthemum show and handle her feelings?</p> <p>Chrysanthemum starts to dislike school and stops participating in activities with her classmates. She cries and tells her parents how she feels.</p>	<p>How do her classmates show and handle their feelings?</p> <p>Chrysanthemum's classmates show their amusement by teasing her about her name. They don't handle their feelings of amusement well because they hurt her feelings.</p>

Instead of starting to hate school, what could Chrysanthemum have done to feel better about herself and feel more accepted?

Chrysanthemum could have talked to her teacher about her feelings and asked her for help. She also could have told her classmates that they were hurting her feelings.

Instead of teasing Chrysanthemum for her name, what could the students have done when they found out about her name?

Chrysanthemum's classmates could have been curious about her name and asked her questions about where her name came from instead of teasing her.

*What can Chrysanthemum do now? What about her classmates?*

Chrysanthemum could ask her teacher to help (i.e., ask all classmates to show and tell about the origin of their names). Chrysanthemum's classmates could apologize for teasing her and ask her to participate in activities to help her feel more included.

A sample Blueprint of the conflict between Chrysanthemum and her classmates.



# Analyzing Characters Using the Blueprint

Lesson 1 | Upper Elementary

## RECOMMENDED GRADE LEVELS: 3-5

**Purpose:** To provide students with a basic understanding of the Blueprint using characters, historical figures, or people in the news.

### Learning Objectives:

Students will be able to...

- Analyze the feelings of two or more people or characters using the Blueprint questions

### Materials and

#### Preparation:

Students will need...

- Access to a book or article of your choice that involves an emotional conflict between two people or characters (see *Examples for Character Analysis Blueprint* in Appendix for storybook ideas)
- Copies of Blueprint Worksheet in Appendix (*Blueprint: Character Analysis*) or Blueprint questions customized to the specific reading used in this lesson
- (optional) Flip Chart (or large sheet of paper) and markers

**Time:** 20 to 30 minutes

## Lesson 1: Analyzing Characters Using the Blueprint Upper Elementary

### Procedure

Prior to the lesson, make sure to select a story to introduce the concept of the Blueprint to students. Examples of age-appropriate ideas are provided in the Appendix (**Examples for Character Analysis Blueprint**). Once you have selected your reading, review the **Blueprint: Character Analysis** worksheet also in the Appendix, and make sure that the people or characters in the story can be analyzed using these questions. Consider customizing the Blueprint questions to your story selection and writing them on the board or a flip chart in advance of the lesson. Depending on the grade level, it may be best to have students read the story for homework or during quiet reading time prior to the lesson. For the purpose of this lesson plan sample, we will demonstrate using the book, *Fourth Grade Rats*, by Jerry Spinelli.

#### 1. Introduce the Blueprint:

*Today we are going to learn about a tool that will help us understand each other when we aren't getting along. I have been using the tool for a while now and have learned a lot about myself. I would like to start using this tool together in our classroom whenever conflicts arise. It will help us experience the feelings we talked about when we created our class Charter. We're going to learn how this tool works by using it to understand a conflict between the two young boys named Suds and Joey in the book we have been reading: Fourth Grade Rats by Jerry Spinelli.*

2. Take a few minutes to review the plot of the book. Ask a few questions to review the general plot and the situation that occurred between the two boys

# Analyzing Characters Using the Blueprint

Lesson 1 | Upper Elementary

3. Then, walk students through the questions in the **Blueprint: Character Analysis** worksheet or the Blueprint questions you customized for your selected story. You may choose to have students answer these questions in writing on a worksheet or as part of a group discussion, taking turns answering the questions aloud.

Now, let's answer some questions about the book we just read:

- How does Suds feel when Joey pressures him to be a "rat"?
- What causes Suds' feelings?
- How does Suds express his feelings? How does he handle them?
- Instead of taking after Joey's bad behavior, what could Suds have done?
- At the end of the story, Suds decides not to act like a rat. What can he do now to help correct some of the mistakes he made throughout the story?

As students answer each of the Blueprint questions, write their responses for all to see. If students are completing the questions individually on a worksheet, allow time for them to write. Then, once they are finished, debrief by reviewing each question and eliciting responses from students. Make sure to make the point that they can Blueprint new ways to solve the conflict between the two boys that are different than the resolution described in the story.

4. Conclude by explaining to students that they just used the Blueprint to problem solve about characters in a story. Let them know that they will be learning soon how to use this tool to solve their own problems or disagreements.

**Learning Extension:** Consider having students role-play the conflict they learned about in the story. Have one group act out the conflict as it happened in the story. Ask another group to role-play one or more of the resolutions to the conflict that the class came up with during the lesson. Debrief each skit with students so that the performers clearly make the link between their role-play and the conflict.

**Evaluation:** Have students fold a sheet of paper in half. On the left side, students can write 3-5 sentences describing the emotional conflict that occurred in the story. They should describe clearly how the characters were expressing and regulating their feelings during the conflict. On the right side of the page, have students write how the characters might resolve the conflict using the strategies discussed in the Blueprint process. If you have extra time, students could fold the paper in half and illustrate their Blueprint "before and after" story, including a "cover."

**t Competencies:**

Students will develop the following CASEL recommended competencies:

- Social Awareness
- Responsible Decision-making
- Relationship Skills

# Analyzing Characters Using the Blueprint

Lesson 1 | Upper Elementary

## *The Blueprint: Character Analysis*

What happened? In the book, Fourth Grade Rats by Jerry Spinelli, Suds and Joey take different approaches to becoming fourth graders, whom the first graders refer to as “fourth grade rats.”

Suds	Joey
<p>How does Suds feel when Joey pressures him to be a “rat”?</p> <p>Suds feels uneasy and perhaps intimidated by Joey.</p>	<p>How does Joey feel?</p> <p>I think that Joey feels rebellious when he decides to act like a “fourth grade rat” by doing mean things to others.</p>
<p>What caused Suds’ feelings?</p> <p>Joey pressures Suds to act like a “fourth grade rat” by disobeying their parents, kicking younger kids off the swings, and stealing other kids’ snacks.</p>	<p>What caused Joey’s feelings?</p> <p>Maybe Joey wants attention and doesn’t know a better way to get it.</p>
<p>How does Suds show and handle his feelings?</p> <p>Suds wishes he could still be a “third grade angel,” but he feels pressured to adopt Joey’s ways of behaving, even though Suds feels uncomfortable being a “rat”.</p>	<p>How did Joey show and handle his feelings?</p> <p>Joey disobeys his parents and treats younger kids disrespectfully. He doesn’t handle his feelings very well because he hurts the feelings of other people.</p>
<p>Instead of taking after Joey’s bad behavior, what could Suds have done?</p> <p>Suds could ask Joey to join him in creating a new identity for four graders like “fourth grade saints.” Suds could talk to a friend or adult about how he feels pressured by Joey and ask for help.</p> <p>At the end of the story, Suds decides not to act like a rat. What can he do now to help correct some of the mistakes he made throughout the story?</p> <p>Suds can correct his mistakes by apologizing to everyone he hurt. He can also explain to Joey why he doesn’t feel comfortable being a rat and ask Joey if he wants to join him in apologizing to everyone.</p>	

A sample Blueprint of the conflict between Suds and Joey.





# Analyzing Characters Using the Blueprint

Lesson 1 | Middle School

## RECOMMENDED GRADE LEVELS: 6–8

**Purpose:** To provide students with a basic understanding of the Blueprint by analyzing characters, historical figures, or people in the news.

### Learning Objectives:

Students will be able to...

- Analyze the feelings of two or more people or characters using the Blueprint questions

### Materials and

#### Preparation:

Students will need...

- Access to a book, article, short story, or historical essay of your choice that involves an emotional conflict between two people or characters (see *Examples for Character Analysis Blueprint* in Appendix for ideas)
- Copies of Blueprint Worksheet in Appendix (*Blueprint: Character Analysis*) or Blueprint questions customized to the specific story used in this lesson
- (optional) Flip Chart (or large sheet of paper) and markers

**Time:** 20 to 30 minutes

## Lesson 1: Analyzing Characters Using the Blueprint Middle School

### Procedure

Prior to the lesson, make sure to select a book, article, short story, or historical essay to introduce the concept of the Blueprint to students (examples are provided in the Appendix: Examples for Character Analysis Blueprint). Once you have selected your topic, review the Blueprint: Character Analysis worksheet also in Appendix and make sure that the characters or historical figures can be analyzed using these questions. Consider customizing the Blueprint questions specific to your topic and writing them on the board or a flip chart in advance of the lesson. You should have students read the book, article, short story, or historical essay for homework or during quiet reading time prior to the lesson. For the purpose of this lesson plan sample, we will demonstrate using the book, *Harry Potter and the Sorcerer's Stone*, by J.K. Rowling.

#### 1. Introduce the Blueprint:

*Today we are going to learn about a tool, called the Blueprint. It will help us understand each other when we have conflicts in the classroom. I would like to start using this tool together in our classroom whenever conflicts arise. Being aware of the emotional components of the problems we face can help us to resolve conflicts in productive ways that foster healthy relationships. It also helps us experience the feelings we discussed when we created our class Charter. The Blueprint can be used to help with personal and classroom conflicts, but it can also be used to think about current events or conflicts between characters and historical figures we are studying. So, we're going to learn how this tool works today by using it to understand a conflict in a book we have all read recently: *Harry Potter and the Sorcerer's Stone* by J.K. Rowling.*



# Analyzing Characters Using the Blueprint

Lesson 1 | Middle School

2. Take a few minutes to review the plot of the book with students. Ask a few questions to ensure understanding of the general plot and the conflict that occurs between Harry Potter and his Aunt and Uncle.
3. Then, walk students through the questions in the Blueprint: Character Analysis worksheet or the Blueprint questions you customized for your selected story. You may choose to have students answer these questions in writing on a worksheet or as part of a group discussion, taking turns answering the questions aloud.

Now, let's answer some questions about the book we just read:

- How does Harry feel before he learns he is a wizard? How do his aunt and uncle feel?
- What causes Harry's feelings? What causes his aunt's and uncle's feelings?
- How does Harry express and regulate his feelings? How do his aunt and uncle express and regulate their feelings?
- What could Harry do to handle his feelings better? What could his aunt and uncle do differently?

As students answer each of the Blueprint questions, have them write their responses on the board for all to see. If students are completing the questions individually on a worksheet, allow time for them to write. Then, once they are finished, debrief by reviewing each question and its response. Make sure to make the point that they can Blueprint ways to solve the conflict between the two boys other than the resolution described in the book.

4. Conclude by explaining to students that they just used the Blueprint to problem solve about characters in a story. Let them know that they will be learning soon how to use this tool to solve personal problems or disagreements.

**Evaluation:** Have students write a “before and after” essay describing the emotional conflict that occurred in the story or situation. In the “before” section of the essay, students should describe clearly how the people or characters expressed and regulated their feelings during the conflict. In the “after” section of the essay, have students write how the people or characters might resolve the conflict using the strategies discussed in the Blueprint process. In the final part of the essay, ask students to write about how they might handle the situation if they were in a similar type of conflict today.

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Social Awareness
- Responsible Decision-making
- Relationship Skills

# Analyzing Characters Using the Blueprint

Lesson 1 | Middle School

**Learning Extension:** Consider having students rewrite the conflict from the story. Have them think about an ideal solution to the conflict. Then, have them write that section of the story over and explain how the new resolved conflict may impact the rest of the story (if fiction) or may have impacted history or the future (if a current or historical event). Ask students to volunteer to read their stories to the class. After several students have shared, debrief by discussing what the students' "ideal" solutions had in common.

# Analyzing Characters Using the Blueprint

Lesson 1 | Middle School

## *The Blueprint: Character Analysis*

What happened?

In the book, Harry Potter and the Sorcerer's Stone by J.K. Rowling, before Harry Potter learns that he's a wizard, he feels excluded and misunderstood. His aunt and uncle (the Dursleys) punish him and treat him poorly because of his unusual capabilities that they do not understand.

Harry	The Dursleys
How does Harry feel before he learns he is a wizard? Harry feels alienated, excluded, and misunderstood. He feels like an outcast in his own home.	How do the Dursleys (his aunt and uncle) feel? They feel threatened and perhaps even intimidated by Harry's unusual capabilities and talents.
What causes Harry to feel that way? His aunt and uncle outcast Harry and punish him regularly for unusual occurrences beyond his control.	What causes the Dursleys to feel that way? They don't like when Harry asks questions about his parents because they don't want him to find out that he's a wizard.
How does Harry express and regulate his feelings? Harry tells his aunt and uncle that he is not responsible for the unusual occurrences and shouldn't be punished for them.	How do the Dursleys express and regulate their feelings? Harry's aunt and uncle blame unusual occurrences on Harry and then punish him by banishing him to a room. They seem to think if they punish Harry and treat him as a servant, then his magic may go away.
<p>What could Harry do to handle his feelings better? Clearly, Harry's aunt and uncle don't understand how he feels despite his attempts to tell them. It may help Harry to reach out to someone outside of his home for help and emotional support (i.e., a teacher, a friend).</p> <p>What could the Dursleys do differently? The Dursleys could make more an effort to listen to Harry and ask him questions about the strange occurrences. They could try to help him rather than punish him for situations beyond his control.</p> <p>What can Harry and the Dursleys do now? Harry can tell his aunt and uncle how he feels (i.e., outcast) and the Dursleys can apologize for punishing him unnecessarily. They could do something to get to know each other better (i.e., take a trip, play a game); this may help them feel more empathetic to one another.</p>	

A Sample Blueprint of the conflict between Harry Potter and the Dursleys.



# LESSON 2

## Blueprinting a Classroom Conflict

# Blueprinting a Classroom Conflict

Lesson 2 | Lower Elementary

## RECOMMENDED GRADE

LEVELS: K-2

**Purpose:** To use the Blueprint questions to analyze a situation or conflict that the entire class experienced.

## Learning Objectives:

Students will be able to...

- Use the Blueprint tool to analyze a conflict or difficult situation that affected the entire class

## Materials and Preparation:

Students will need...

- Copies of Blueprint Worksheet in Appendix (*Blueprint: Past Situation* or *Blueprint: Current Situation*) or Blueprint questions customized to the specific classroom situation
- (optional) Flip Chart (or large sheet of paper) and markers

**Time:** 20 minutes

## Lesson 2: Blueprinting a Classroom Conflict Lower Elementary

### Procedure

This lesson should be introduced using a recent conflict or challenging situation that affected the entire class. Some examples might include current events, like natural disasters, problems with substitute teachers, difficulties with recent academic content, or social conflicts that occurred on the playground or in the lunchroom bullying or incidents. For this lesson plan, we will analyze a conflict that occurred between a substitute teacher and the students.

#### 1. Introduce the activity:

*Remember, class, how we used the Blueprint to understand a conflict that a little girl named Chrysanthemum had with her classmates (or, if you read a different book for Lesson 1, insert here)? Today we are going to learn about way that we can use that same tool to help us out when we have problems that affect all of us in class.*

#### 2. Review a recent situation that affected the whole class.

*Yesterday, when I was sick and a substitute teacher came in to work with you, I heard there were some problems. Many of you misbehaved in class. I know that it's difficult to have a different teacher in the classroom. I understand that you miss me when I am not here. It's difficult for the substitute teacher, too, because she does not know you as well as I do. But, it is important for you to be able to get along with and be respectful of all teachers. Let's see what we can learn from the situation.*

3. Ask students to answer the following Blueprint questions as a class (allow one to two minutes for each question). Have students answer the questions on the left-hand side about themselves and those on the right-hand side about the substitute teacher. Consider having students role play or use puppets to act out the conflict and the answers to each question.

# Blueprinting a Classroom Conflict

Lesson 2 | Lower Elementary

What happened?

Me	Other person(s)
How did each of you feel?	How do you think the teacher felt?
What caused you to feel this way?	What do you think caused the teacher to feel that way?
How did you express (show) and regulate (handle) your feelings?	How did the teacher express and regulate her feelings?

How could we have handled the situation better?

What can we do now?

- After discussing the answers to these questions orally, have students illustrate or, if developmentally appropriate, write a “before and after” picture or description of the situation. On the left side, have them draw a picture of or write about the conflict that occurred; on the right side, have them illustrate or write about how they could have handled the situation better using one of the solutions discussed in class.
- Conclude by telling students that you will use similar Blueprint questions when they have disagreements with each other. Doing this will help everyone understand each other better and experience the feelings discussed in the class Charter.

**Learning Extension:** Consider asking students to share this Blueprint with parents, caregivers, older siblings, or other trusted adults. Send students home with a Blueprint worksheet with brief instructions for adults to use to verbally review the class discussion. Direct students to tell adults about the conflict and then describe how the class worked together to answer each of the Blueprint questions. Debrief the next day in class.

**Evaluation:** After the Blueprint activity is complete, do a quick verbal review as an evaluation of student learning. Ask students to recall their group responses to each Blueprint question in pair-shares, small groups, or together as a full class. If appropriate to the situation discussed, you might ask students to draw pictures of the solution that can be taped together to create a classroom collage as a reminder of their successful resolution.

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making

# Blueprinting a Classroom Conflict

Lesson 2 | Lower Elementary

## *The Blueprint: Classroom Conflict*

What happened? Yesterday, a substitute teacher came to our class. Many of us didn't like the teacher. Several students acted up and were sent to the Principal's office.	
Students	Substitute Teacher
How did each of you feel? We felt angry that we had a new teacher we didn't like.	How do you think the substitute teacher felt? Mrs. Smith probably felt frustrated, irritated, and annoyed.
What caused you to feel this way? We felt abandoned by Ms. Thomas.	What do you think caused the teacher to feel that way? We weren't paying attention to her when she was talking. Some of us teased her about her hair.
How did you show and handle your feelings? We didn't pay attention to the substitute teacher. Some of us teased her about her hair. We weren't able to get rid of our angry feelings so we could pay attention in class.	How did the teacher show and handle her feelings? Toward the end of the day, her face got red and she paced around the room. She yelled at us several times. She sent some of us to the principal's office.
How could we have handled the situation differently? We could have been more open to learning from another teacher. We could have given Mrs. Smith a chance and maybe we would have liked her. We could have thought about how Ms. Thomas would want us to welcome a guest in our classroom.  What could we do now? We can write Mrs. Smith a letter or make a card apologizing to her. We can add an amendment to our Charter about how we treat guests in our classroom.	

A sample Blueprint of the classroom conflict involving a substitute teacher.





# Blueprinting a Classroom Conflict

Lesson 2 | Upper Elementary

## RECOMMENDED GRADE

### LEVELS: 3-5

**Purpose:** To use the Blueprint questions to analyze a situation or conflict that the entire class experienced.

### Learning Objectives:

Students will be able to...

- Use the Blueprint tool to analyze a conflict or difficult situation that affected the entire class.

### Materials and Preparation:

Students will need...

- Copies of Blueprint Worksheet in Appendix (*Blueprint: Past Situation* or *Blueprint: Current Situation*) or Blueprint questions customized to the specific classroom situation
- (optional) Flip Chart (or large sheet of paper) and markers

**Time:** 20 minutes

## Lesson 2: Blueprinting a Classroom Conflict

### Upper Elementary

### Procedure

This lesson should be introduced using a recent conflict or challenging situation that affected the entire class. Some examples might include current events, natural disasters, problems with substitute teachers, difficulties with recent academic content, or social conflicts that occurred in class or in the lunchroom. For this lesson plan, we will analyze a conflict that occurred between a substitute teacher and the students.

#### 1. Introduce the activity:

*Recently, we used the Blueprint to understand a conflict between two boys, Suds and Joey, in Fourth Grade Rats (or, if you read a different book for Lesson 1, insert here)? Today we are going to learn about other ways that we can use that same tool to help us out when we have problems that affect the entire class.*

#### 2. Review a recent situation that affected the whole class.

*Yesterday, I was sick and a substitute teacher came in to work with you. I heard that there were some problems between her and the class yesterday. By the end of the day, several of you were sent to the office for misbehaving. I also heard complaints from many of you that you did not like this teacher. I know that it's difficult to have a new teacher in the classroom. It's difficult for the substitute teacher, too, because she does not know you as well as I do. It is important for you to be able to get along with and be respectful toward all teachers. Let's see what we can learn from the situation.*

# Blueprinting a Classroom Conflict

Lesson 2 | Upper Elementary

3. Ask students to answer the following Blueprint questions as a class (allow one to two minutes for each question). Students answer the questions on the left-hand side about themselves, and those on the right-hand side about the substitute teacher. Consider having students role-play the conflict in a skit. Then, have them act out the answers to each question.

What happened?

Me	Other person(s)
How did each of you feel?	How do you think the teacher felt?
What caused you to feel this way?	What do you think caused the teacher to feel that way?
How did you express (show) and regulate (handle) your feelings?	How did the teacher express and regulate her feelings?

How could we have handled the situation better?  
What could we do if this happens again?  
Overall, what is the best way to handle situations like these?  
What could we do now?

4. After discussing the answers to these questions orally, have students write a “before and after” essay of the situation. They should answer each of the Blueprint questions, including a detailed description of the resolution discussed in class. They can write the answers to the Blueprint questions in essay/narrative format or on a Blueprint worksheet.
5. Conclude by telling students that you will use these questions when you have disagreements with each other. Doing this will help everyone understand each other better and live by the feelings discussed in the class Charter.

**Evaluation:** After the Blueprint activity is complete, do a quick verbal review as an evaluation of student learning. Ask students to recall their group responses to each Blueprint question in pair-shares, small groups, or together as a full class. If appropriate to the situation discussed, you might ask students to write brief descriptions of effective solutions that can be taped together to create a classroom list as a reminder of their successful resolution.

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making

# Blueprinting a Classroom Conflict

Lesson 2 | Upper Elementary

**Learning Extension:** Ask students to review their Blueprint of the “substitute teacher conflict”. Have them revisit their class Charter and put themselves in the role of the substitute teacher. What do they think she wanted to feel when she stood before a strange class of students? Answers may be “safe,” “respected,” “appreciated,” “accepted,” according to the words in the Charter. Then, ask them to turn to a partner and discuss what they could have done to help her have those feelings. Debrief with the class as a whole. Explain to the class that putting themselves in the substitute teachers’ place is like “walking in someone else’s shoes.” Did doing that help them understand her better? How will this affect their behavior next time they have a substitute?

# Blueprinting a Classroom Conflict

Lesson 2 | Upper Elementary

## *The Blueprint: Classroom Conflict*

What happened? Yesterday, a substitute teacher came to our class. Many of us didn't like the teacher. Several students acted up and were written up; two students were referred to the principal's office for disciplinary action.

Students	Substitute Teacher
How did each of you feel? We were frustrated, irritated, and annoyed that that we had a new teacher we didn't like very much.	How do you think the substitute teacher felt? Mrs. Trombley probably felt frustrated, irritated, and annoyed.
What caused you to feel this way? We have state tests coming up that are making us very anxious. We think that our teacher, not a substitute teacher, is the best person to prepare us for these tests.	What do you think caused the teacher to feel that way? We weren't paying attention to her when she was talking. Several students made sarcastic comments about her dress.
How did you express and regulate your feelings? We didn't pay attention to the substitute teacher. We couldn't shake off our annoyance with her and couldn't focus in class. Instead, we talked to each other and teased the teacher about what she was wearing.	How did the teacher express and regulate her feelings? Toward the end of the day, her face got red and she paced around the room. She wrote up several students and yelled at us. She sent two students to the principal's office for disciplinary action.
How could we have handled the situation differently? We could have been more open to learning from another teacher. Maybe, if we gave Mrs. Trombley a chance, she could have taught us important lessons about our upcoming tests. What could we do if this happens again? We can remind ourselves to be kind to others. We can think about how our teacher would want us to act in situations like this. Overall, what is the best way to handle situations like these? Being open to and accepting of new people in our class – including new teachers. What could we do now? We can write Mrs. Trombley a letter apologizing to her. We can add an amendment to our Charter about how we treat guests in our classroom.	

A sample Blueprint of the classroom conflict involving a substitute teacher.

# Blueprinting a Classroom Conflict

Lesson 2 | Middle School

## RECOMMENDED GRADE LEVELS: 6-8

**Purpose:** To use the Blueprint questions to analyze a situation or conflict that the entire class experienced.

### Learning Objectives:

Students will be able to...

- Use the Blueprint tool to analyze a conflict or difficult situation that affected the entire class

### Materials and Preparation:

Students will need...

- Copies of Blueprint Worksheet in Appendix (Blueprint: Past Situation or Blueprint: Current Situation) or Blueprint questions customized to the specific classroom situation
- (optional) Flip Chart (or large sheet of paper) and markers

**Time:** 20 minutes

## Lesson 2: Blueprinting a Classroom Conflict

### Middle School

### Procedure

This lesson should be introduced using a recent conflict or challenging situation that affected the entire class. Some examples might include current events, natural disasters, problems with substitute teachers, difficulties with recent academic content, or social conflicts that occurred in class, at lunch, or in the halls. For this lesson plan, we will analyze a conflict that occurred between a substitute teacher and the students.

#### 1. Introduce the activity:

*Recently, we used the Blueprint to understand a conflict between Harry Potter and his Aunt and Uncle (or, if you read a different book for Lesson 1, insert here)? Today we are going to learn about ways that we can use that same tool to help us out when we have conflicts that affect all of us.*

#### 2. Review a recent situation that affected the whole class.

*Yesterday, I was sick and a substitute teacher came in to work with you. I heard that there were some problems between her and the class. By the end of the day, some of you were sent to the office for misbehaving. I also heard complaints from many of you that you did not like this teacher. I know that it's difficult to have a new teacher in the classroom. It's difficult for the substitute teacher, too, because she does not know you as well as I do. Nevertheless, it is important for you to be able to interact successfully with and be respectful of all teachers. Let's see what we can learn from the situation.*

# Blueprinting a Classroom Conflict

Lesson 2 | Middle School

- Hand out a Blueprint worksheet or write the Blueprint questions on the board. Use the questions below as a sample for how to adapt the basic Blueprint questions for this specific scenario. Ask students to answer the following Blueprint questions individually (allow several minutes to do this). Students answer the questions on the left-hand side about themselves, and those on the right-hand side about the substitute teacher.

What happened?

Me	Other person(s)
How did each of you feel?	How do you think the teacher felt?
What caused you to feel this way?	What do you think caused the teacher to feel that way?
How did you express (show) and regulate (handle) your feelings?	How did the teacher express and regulate her feelings?
How could we have handled the situation better? What could we do if this happens again? Overall, what is the best way to handle situations like these? What could we do now?	

- Walk through all of the Blueprint questions together, orally, as a class. Elicit several responses for each question and write responses on the blackboard, SmartBoard, or a flip chart.
- After discussing the answers to these questions orally, have students write a “before and after” essay of the situation. They should include a detailed description of the conflict that occurred and the resolution that was reached in the class discussion. For the final part of the essay, have them write their ideas for a Charter amendment to specifically address situations like this in the future.

**Evaluation:** If the Blueprint is conducted orally with the full class, then a quick verbal review at the end can suffice as an evaluation of learning. Another option is to have students write a journal reflection after the class activity: “Describe the solution that the class came up with to address this conflict. Now that you have analyzed this conflict using the Blueprint, how do you feel about the situation? How might you approach a situation or conflict like this differently in the future?”

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making



# Blueprinting a Classroom Conflict

Lesson 2 | Middle School

“

when there  
One day  
was tension  
between  
me and my  
students,  
I used the  
Blueprint with  
my entire  
class. Both  
my students  
and I were  
better able to  
empathize with  
each other  
– I think it has  
helped my  
6th graders  
to have a  
heightened  
awareness  
of others.

Teacher)

6. Conclude by telling students that you will use these questions when you have disagreements with each other. Doing this will help everyone understand each other better and experience the feelings you want to have in school that were discussed in the class Charter.

**Learning Extension:** Have each student in the class “become the

substitute teacher” and write a journal entry in the voice of the teacher. In the entry, have them describe how they are feeling, what they are thinking, and where they are on the Mood Meter in their interactions with the class as the day progresses. Have them end the journal entry with the statement, “I think things would have worked out better if the students had...and if I had...” Have student volunteers share in small groups or with the class their journal entries. Ask students what they learned about the teacher’s feelings from this. Now that they have both sides of the conflict clearly in their minds, have them write a win-win resolution to the conflict that they can use next time there is a substitute teacher in the classroom.



# Blueprinting a Classroom Conflict

Lesson 2 | Middle School

## *The Blueprint: Classroom Conflict*

What happened? Yesterday, a substitute teacher came to our class. Many of us didn't like the teacher. Several students acted up and were written up; two students were referred to the principal's office for disciplinary action.

Students	Substitute Teacher
How did each of you feel? We were frustrated, irritated, and annoyed that that we had a new teacher we didn't like very much.	How do you think the substitute teacher felt? Mrs. Trombley probably felt frustrated, irritated, and annoyed.
What caused you to feel this way? We have state tests coming up that are making us very anxious. We think that our teacher, not a substitute teacher, is the best person to prepare us for these tests.	What do you think caused the teacher to feel that way? We weren't paying attention to her when she was talking. Several students made sarcastic comments about her dress.
How did you express and regulate your feelings? We didn't pay attention to the substitute teacher. We couldn't shake off our annoyance with her and couldn't focus in class. Instead, we talked to each other and teased the teacher about what she was wearing.	How did the teacher express and regulate her feelings? Toward the end of the day, her face got red and she paced around the room. She wrote up several students and yelled at us. She sent two students to the principal's office for disciplinary action.
How could we have handled the situation differently? We could have been more open to learning from another teacher. Maybe, if we gave Mrs. Trombley a chance, she could have taught us important lessons about our upcoming tests. What could we do if this happens again? We can remind ourselves to be kind to others. We can think about how our teacher would want us to act in situations like this. Overall, what is the best way to handle situations like these? Being open to and accepting of new people in our class – including new teachers. What could we do now? We can write Mrs. Trombley a letter apologizing to her. We can add an amendment to our Charter about how we treat guests in our classroom.	

A sample Blueprint of the classroom conflict involving a substitute teacher.



# 3

## LESSON

### Using the Blueprint for Interpersonal Challenges

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Lower Elementary

## RECOMMENDED GRADE

### LEVELS: K-2

**Purpose:** To use the Blueprint process for past, present, and future situations that involve interpersonal challenges or conflicts.

### Learning Objectives:

Students will be able to...

- Practice listening and asking questions
- Blueprint difficult interpersonal situations with the help of the teacher

### Materials and Preparation:

Students will need...

- Access to Blueprint: Past Situation Worksheet in Appendix via copies or SmartBoard
- Blank paper and markers or crayons for drawing and writing

**Time:** 20 to 30 minutes

**Evaluation:** After the activity, debrief orally with students:

What was it like to listen to your partner's story and ask questions? What was it like sharing your story and having your classmate listen to you?

### CASEL Competencies:

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills

## Lesson 3: Using the Blueprint for Interpersonal Challenges Lower Elementary

### Procedure

Prior to the beginning of this activity, decide how you will present the Blueprint questions to your students. You might hand out the Blueprint: Past Situation worksheet, write the questions on the board, or post the questions on the SmartBoard. For young children who cannot yet read, you may have to read the questions out loud.

#### 1. Introduce the activity:

*Students, remember how we recently used the Blueprint to solve a problem in our classroom? We have also used the Blueprint to talk about a problem characters were having in a storybook (i.e., Chrysanthemum). Now, we are going to learn about a way that we can use the Blueprint to help us out when we disagree with another person.*

2. Break students into small groups at their tables. Provide students with the Blueprint: Past Situation worksheet (or post questions on the board). For Kindergarten and first grade students, you may need to dictate and post pictures to represent each of the questions.

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Lower Elementary

What happened?

Me	Other person(s)
How did you feel?	How do you think the other person felt?
What caused you to feel this way?	What do you think caused the other person to feel that way?
How did you express (show) and regulate (handle) your feelings?	How did the other person express and regulate his/her feelings?

How could you have handled the situation better?

What could you do if this happens again?

Overall, what is the best way to handle situations like these?

What could you do now?

3. Take a minute and think about a problem you have had recently with a friend in our class, a parent, a sister or brother, a teacher, or another person. Perhaps you and your sibling were fighting last week over a favorite toy or maybe you were angry with your best friend for not asking you to play on the playground. Think really hard about when that happened and how you were feeling. Try to remember all of the details. Now, let's think about the Blueprint questions.
4. Read each of the Blueprint questions out loud and ask students to respond either in writing on the worksheet or orally in their small groups. Very young children will require more guidance during this part of the activity; having assistant teachers or parent volunteers at the tables would be helpful. Young children may respond by drawing pictures rather than writing text.
5. Once students have completed their Blueprints, tell them that they will now be practicing two important skills: listening quietly and asking questions. At this point, you may need to demonstrate these skills to students (see suggested Learning Extension).

# Using the Blueprint for Interpersonal Challenges

## Lesson 3 | Lower Elementary

*Students, we are about to share our Blueprints with each other in our table groups. When we are doing this, we will be working on two important skills: active listening and asking good questions. When we listen quietly and then respond by asking questions, we show the person that we respect them. Sometimes it's hard to listen quietly, because we have a lot that we want to say. But it is important to let the person who is talking finish his/her story. Listening quietly helps us really hear and understand one another. Once the other person is finished talking, ask him or her some questions. This shows that you are interested in what he or she has to say.*

6. Provide enough time for each student to share his or her story to the group and for the group to respond. Students should be listening quietly and then, once the speaker is finished, asking questions (for a total of approximately 5 to 10 minutes).
7. After all students have shared, spend about 3 to 5 minutes reflecting on the situation with the whole class.

**Learning Extension:** Active listening and open-ended questioning are behaviors that complement many of the feelings expressed in the class Charter, such as “safe,” “liked,” and “respected.” Ask students to think about how listening quietly and asking questions can support their class Charter. Then, as a class, work together to create Charter amendments that include specific behaviors related to these skills.

Active listening skills must be taught to young students and modeled for them. Ask for a student volunteer to do a role-play with the teacher. Tell the student that he or she is going to tell you a story about a time he or she felt very upset on a play date. Instruct him or her to tell you what happened, how he or she was feeling, and how he or she dealt with the situation. Model active listening by sitting facing the student, leaning toward him or her in interest, nodding or smiling where appropriate, and not talking until the student is finished talking. After the student finishes, ask several questions about the story. Debrief with the class how you acted as the listener and share with them how you felt. Ask the student storyteller to share with the class how he or she felt while telling the story.

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Lower Elementary

Point out to the class that at the end of the story, you asked questions but did not tell the storyteller whether you thought he or she was right or wrong. Explain that active listening is being non-judgmental and discuss what that means.

# Blueprinting a Classroom Conflict

Lesson 3 | Lower Elementary

## Blueprint

*What happened?*

My brother punched me.

*How did I feel?*

I feel sad



*What made me feel that way?*

My brother hurt me

*How did I show my feelings?*

I cried  
I yell back



*What could I have done differently?*

I hug him



*What can I do now to be helpful?*

Shake hands



Example of a lower elementary student's Blueprint about an interpersonal conflict.





# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Upper Elementary

## RECOMMENDED GRADE

### LEVELS: 3-5

**Purpose:** To use the Blueprint process for past, present, and future situations that involve interpersonal challenges or conflicts.

### Learning Objectives:

Students will be able to...

- Blueprint interpersonal challenges or conflicts using the Blueprint process
- Understand how to use active listening and open-ended questions to empathize with others
- Understand the difference between a past, present, and future Blueprint

### Materials and Preparation:

Students will need...

- Copies of Blueprint Worksheet in Appendix (Blueprint: Past Situation, Current Situation, or Future Situation)

**Time:** 20 to 35 minutes; this activity will take about 15 minutes longer the first time it is introduced to allow for additional time to explain and practice active listening and open-ended questions. Subsequent lessons should take approximately 20 minutes. In many schools, this process is used weekly to reinforce the RULER skills and to enhance listening and questioning skills.

## Lesson 3: Using the Blueprint for Interpersonal Challenges Upper Elementary

### Procedure

Prior to the beginning of this activity, it is helpful to explain to students how the Blueprint can be used to problem solve about past, current, and future challenging personal situations. For example, it can help students understand and resolve past disagreements or conflict, problem solve about current difficult situations with peers or family members, and prepare for upcoming challenging situations such as difficult conversations with teachers or parents. You may refer students to *Figure 2. The Blueprint: Past, Current, and Future Situations* in the *Overview of the Blueprint* section of this guide by writing the information on the board or SmartBoard and reviewing it with them.

1. Assign students to work with a partner. Remind students to pay attention to the tenets of the class Charter while working together (i.e., working respectfully).
2. Give students five minutes to put in writing one of the following scenarios:
  - A recent, challenging situation with a peer, parent, or teacher that was not handled well
  - A current dilemma
  - An upcoming challenging situation
3. Then, provide students with the appropriate (past, present, future) Blueprint worksheet (in Appendix) for their scenario.
4. Remind students that they will be sharing their Blueprint with their partner and therefore should be mindful about (a) who they choose to Blueprint about (b) whether it is necessary to keep the person confidential (for instance by not sharing their name).

# Using the Blueprint for Interpersonal Challenges

## Lesson 3 | Upper Elementary

5. If it is your first time teaching this lesson, introduce the concepts of active listening and open-ended questioning to students. In addition to the script below, you may also want to provide a demonstration of these two skills (see suggested Learning Extension).

a) Active listening:

*Students, we are about to share our Blueprints with one another in our pairs. When we are doing this, we will be working on two important skills: active listening and open-ended questions.*

Active listening is a way of listening and responding to another person that helps you understand one another. Sometimes when people talk to each other, they don't listen well. They get distracted and start thinking about something else. When people have disagreements, they often focus on what they want to say rather than listening to the other person.

Active listening is a form of listening and responding that focuses on the speaker. The listener attends to the speaker and repeats what he or she thinks the speaker has said. This helps the speaker to feel heard and respected.

Active listening helps people listen to one another and avoid misunderstandings. It also opens people up so they say more. When people disagree, they often yell or ignore the other person. However, if they feel heard and respected, they are more likely to explain in detail what they feel and why. If both people do this, they are more likely to come up with a solution to their problem.

b) Open-ended questioning:

Open-ended questions encourage others to respond with detailed answers rather than a short or single-word answer. Open-ended questions can help us be better listeners by making us more curious about the other person.

**Evaluation:** After the activity, debrief orally with students: What was it like asking open-ended questions and listening actively? What was it like sharing your Blueprint and having your partner share with you? What did you learn about yourself and the other person?

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Upper Elementary

I used the Blueprint with two students arguing in the hall. It really brought out the best in both students.  
(Principal)

The person asking open-ended questions should avoid giving suggestions or sharing their opinion. Open-ended questions begin with “what” or “how” rather than “when” or “did” such as:

- What other feelings did you have?
  - What else may have caused you to have these feelings?
  - What else did the other person do when you reacted they way you did?
  - How else could you have managed the situation?
6. One student in the pair should take about 3-4 minutes to share the Blueprint with his or her partner. When one student is sharing, the other should be actively listening. Remind students that active listening involves:
    - Allowing their partner to talk without interruption
    - Showing interest with body language and facial expressions (e.g., nodding of head, leaning toward the other person)
    - Imagining themselves in their partner’s situation without judging whether it’s good or bad
    - Paying attention to their partner’s body language and facial expressions
    - Looking for feelings that may not be being expressed
  7. Next, the listener should ask open-ended questions about each part of the Blueprint for about 3-4 minutes.
  8. Then, students in the pair should switch so that both have an opportunity to share the Blueprint while the other practices active listening and open-ended questioning.
  9. After both students have shared, students should spend about 3-5 minutes reflecting on the situation and jotting down new ideas they have for how to manage the emotions and situations more effectively.

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Upper Elementary

10. During the first time teaching this activity, you may want to debrief with the whole class what it was like for both the storyteller and the listener (see Evaluation).

**Learning Extension:** Active listening and open-ended questioning are behaviors that complement many of the feelings expressed in the class Charter, such as wanting to feel “supported,” “liked,” and “respected.” Ask students to write individual reflections on how using active listening skills can support their class Charter. Next, break students into small groups and have them work together to write Charter amendments that include specific behaviors related to these feelings. For example, “To show others that we respect them, we will not talk over them when they are explaining something. We will listen quietly and when they are finished, ask questions.”

Active listening skills must be modeled for elementary-school students. Ask for a student volunteer to do a role-play with the teacher. Tell the student that he or she is going to tell you a story about a time he or she felt very upset when at a friend’s house. Instruct him or her to tell you what happened, how he or she was feeling, and how he or she dealt with the situation. Model active listening by sitting facing the student, leaning toward him or her in interest, nodding or smiling where appropriate, and not talking until the student is finished talking. After the student finishes, ask several questions about the story. Debrief with the class how you acted as the listener and share with them how you felt. Ask the student storyteller to share with the class how he or she felt while telling the story. Point out to the class that at the end of the story, you asked questions but did not tell the storyteller whether you thought he or she was right or wrong. Explain that active listening is being non-judgmental and discuss what that means.



# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Upper Elementary

**Blueprint**

**Describe:** What happened? My sister and I were having problems deciding what show we wanted to watch. So, we had a fight and we both got in trouble.

EL Area	Me	Other Person
<b>Recognize and Label</b>	What was I feeling? I was feeling upset and mad because I was watching TV first and she just grabbed the control from me.	What was <u>my sister</u> feeling? She was feeling very mad, too. She thought that she was right to take the control. My mom told her that she had no right and she got even madder.
<b>Understand</b>	What caused me to feel this way? My sister came into the living room and snatched the TV control from me. She disrespected me.	What caused <u>my sister</u> to feel this way? My sister wanted the control. Then, my mom yelled at her and told her that she disrespected me.
<b>Express and Regulate</b>	How did I express and regulate my feelings? I left my sister alone and gave her the control. I was upset and it showed in my face.	How did <u>my sister</u> express and regulate his/her feelings? My sister started to cry because of the things my mom told her. She was really mad that we had a big argument with our mom.

**Reflect:** What could I have done to handle the situation better? How would I have liked the situation to turn out? What can I do now?  
I should have just given my sister the control. I would have liked for her to calm down so we could find something we could both watch. Now, I could apologize to her for what happened.

Example of an upper elementary student's Blueprint about an interpersonal conflict.



# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Middle School

## RECOMMENDED GRADE

**LEVELS: 6-8**

**Purpose:** To use the Blueprint process for past, present, and future situations that involve interpersonal challenges or conflicts.

## Learning Objectives:

Students will be able to...

- Blueprint interpersonal challenges or conflicts using the Blueprint process
- Understand how to use active listening and open-ended questions to empathize with others
- Understand the difference between a past, present, and future Blueprint

## Materials and Preparation:

Students will need...

- Copies of Blueprint Worksheet in Appendix (Blueprint: Past Situation, Current Situation, or Future Situation)
- Access to (via SmartBoard or photocopies) the Types of Open-Ended Questions worksheet in Appendix

## Lesson 3: Using the Blueprint for Interpersonal Challenges Middle School

### Procedure

Prior to the beginning of this activity, it is helpful to explain to students how the Blueprint can be used to problem solve about past, current, and future challenging personal situations. For example, it can help students understand and resolve past disagreements or conflicts, problem solve about current difficult situations with a peers or family members, and prepare for upcoming challenging situations such as difficult conversations with teachers or parents. You may refer students to Figure 2, The Blueprint: Past, Current, and Future Situations in the Overview of the Blueprint section of this guide by writing the information on the board or a SmartBoard and reviewing it with them.

1. Assign students to work with a partner. Remind students to pay attention to the tenets of the class Charter while working together (i.e., working respectfully).
2. Give students five minutes to put in writing one of the following scenarios:
  - A recent, challenging situation with a peer, parent, or teacher that was not handled well
  - A current dilemma
  - An upcoming challenging situation
3. Then, provide students with the appropriate (past, present, future) Blueprint worksheet (in Appendix) for their scenario.
4. Remind students that they will be sharing their Blueprint with their partner and therefore should be mindful about (a) who they choose to Blueprint about (b) whether it is necessary to keep the person's name confidential.



# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Middle School

5. If it is your first time teaching this lesson, introduce the concepts of active listening and open-ended questioning to students.

a) Active listening:

*Students, we are about to share our Blueprints with one another in our pairs. When we are doing this, we will be working on two important interpersonal skills: active listening and open-ended questioning.*

Active listening is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they don't really listen attentively. We get easily distracted, listen to just half of what's being said, or start thinking about something else. In conflicts, we often are too busy formulating our own responses to win the argument rather than listening to the other person's perspective.

Active listening is a structured form of listening and responding that focuses the attention on the speaker. The listener attends to the speaker fully and repeats in the listener's own words what he or she thinks the speaker has said. This enables the speaker to find out whether the listener really understood. It also is a sign of respect for the other person. When we listen actively we become a partner in the conversation as opposed to the leader of the conversation.

Active listening has several benefits. First, it forces people to listen attentively to others. Second, it avoids misunderstandings, as people have to confirm that they do really understand what another person has said. Third, it tends to open people up so they say more. When people are in conflict, they often contradict each other, denying the other person's description of a situation. People then become defensive, and they will either lash out or withdraw. However, if they feel that the other person is really attuned to their concerns and wants to listen, they are likely to explain in detail what they feel and why. If both parties in a conflict do this, the chances of being able to develop a solution to their mutual problem becomes much greater.

**Time:** 20 to 35 minutes; this activity will take about 15 minutes longer the first time it is introduced to allow for additional time to explain and practice active listening and open-ended questions. Subsequent lessons should take approximately 20 minutes. In many schools, this process is used weekly to reinforce the RULER skills and to enhance listening and questioning skills.

**Evaluation:** After the activity, debrief orally with students: What was it like asking open-ended questions and listening actively? What was it like sharing your Blueprint and having your partner share so attentively? What insights were gained from this process?

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making

## b) Open-ended questioning:

Asking an effective open-ended question is an art. An open-ended question is designed to encourage a full, meaningful answer. It is the opposite of a closed-ended question, which encourages a short or single-word answer. When used wisely, open-ended questions have the potential to be a powerful learning tool because they stretch our curiosity, problem-solving ability, vocabulary, and creativity. Instead of predictable answers, open-ended questions elicit fresh and sometimes even startling insights and ideas, opening minds and enabling us to evaluate and synthesize information.

The person asking questions should avoid giving suggestions or sharing their opinion. The goal of this activity is for students to gain deeper understanding of the situation and to develop critical thinking and reflection skills. Open-ended questions begin with “what” or “how” rather than “when” or “did” such as:

- What other feelings did you have?
- What else may have caused you to have these feelings?
- What else did the other person do when you reacted the way you did?
- How else could you have managed the situation?

Take a look at the *Types of Open-Ended Questions* in the Appendix. During this next activity, challenge yourself to ask at least one of each of the four types of open-ended questions: objective, reflective, interpretive, and decisional.

6. Give each student access to *Types of Open-Ended Questions* for reference via worksheet or SmartBoard.
7. One student in the pair should take about 3-4 minutes to share the Blueprint with his or her partner. When one student is sharing, the other should be engaged in active listening. Remind students that active listening involves:

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Middle School

- Allowing the partner to talk without interruption
  - Showing interest by demonstrating positive nonverbal behavior (e.g., nodding of head, leaning toward person)
  - Imagining themselves in the other person's situation without any judgment
  - Noticing, but not attaching to their own reactions to the situation
  - Attending to their partner's nonverbal cues and body language
  - Listening for underlying feelings that may not be being expressed
8. Next, the listener should ask open-ended questions about each part of the Blueprint for about 3-4 minutes.
9. Then, students in the pair should switch so that both have an opportunity to share the Blueprint while the other practices active listening and open-ended questioning.
10. After both students have shared, students should spend about 3-5 minutes reflecting on the situation and jotting down new ideas they have for how to manage the emotions and situations more effectively.
11. During the first time teaching this activity, you may want to debrief with the whole class what it was like for both the storyteller and the listener (see Evaluation).

**Learning Extension:** Active listening and open-ended questioning are behaviors that complement many of the feelings expressed in the class Charter, such as wanting to feel “supported,” “liked,” and “respected.” Ask students to write individual reflections on how active listening skills can support their class Charter. Then, break students into small groups and have them work together to write Charter amendments that include active listening skills, which will foster these feelings. For example, if we each want to feel respected, we should practice listening to others comments without making judgments about whether we think they are right or wrong.

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Middle School

Blueprinting situations just before, during, or immediately after they occur can be a helpful way of preventing and solving problems. To get the most out of the Blueprinting activity, it is useful to reflect on patterns over time—so that we can predict how certain situations make us and others feel and how we can handle such situations most effectively. Give each student 5 to 10 copies of the Blueprint worksheet, and direct them to apply the questions and complete the worksheet at least 3 times per week as homework over a two-week period. They can use the questions for conflicts that occur at school, at home, or in sports or other activities in which they participate. At the end of the two weeks, have students think about what the situations they Blueprinted have in common and develop in writing an action plan for handling similar situations in the future. Ask them to think about the similarities in how the situations made them and others feel, how they reacted, and what strategies were helpful and thus would be helpful for dealing with future situations in their lives.

# Using the Blueprint for Interpersonal Challenges

Lesson 3 | Middle School

## Blueprint

**Describe:** What happened? I was at a party and my cousin ignored me when I wanted her to play with me.

EL Area	Me	Other Person
<b>Recognize and Label</b>	What was I feeling? I was feeling mad because my cousin was ignoring me. But, I also felt sad to be all alone.	What was <u>Ashley</u> feeling? She felt annoyed.
<b>Understand</b>	What caused me to feel this way? My cousin ignored me on purpose and did not apologize.	What caused <u>Ashley</u> to feel this way? She wanted to play with her friends and didn't want to play with me.
<b>Express and Regulate</b>	How did I express and regulate my feelings? I ignored her for a couple weeks until she emailed me an apology.	How did <u>Ashley</u> express and regulate his/her feelings? She ignored me. Later, she wrote an email to me apologizing for what happened.

**Reflect:** What could I have done to handle the situation better? How would I have liked the situation to turn out? What can I do now?

I could have told her that what she did hurt my feelings instead of ignoring her for two weeks. Now, I can just put everything behind me and move on.

Example of a middle school student's Blueprint about an interpersonal conflict.



# LESSON 4

## Using the Blueprint for Behavior Management



# Using the Blueprint for Behavior Management

Lesson 4 | Lower Elementary

## RECOMMENDED GRADE

LEVELS: K-2

**Purpose:** To use the Blueprint, as needed, to manage behavior during conflicts that arise in class.

## Learning Objectives:

Students will be able to...

- Problem solve with the help of a teacher using the Blueprint
- Discuss a disagreement that occurs between themselves and another student or students in class

## Materials and Preparation:

Teacher will need...

- A Case Study of the Blueprint and a Classroom Conflict (in Appendix)

Students will need...

- Markers and paper or a journal for writing and/or drawing

**Time:** 5 to 10 minutes, depending on how much time is given to students to write their responses in class.

## Lesson 4: Using the Blueprint for Behavior Management Lower Elementary

### Procedure

If this is your first time doing this activity with students, take time to read *A Case Study of the Blueprint and a Classroom Conflict*. As explained in the case study, this is an activity that can be conducted regularly throughout the year on an as-needed basis. When a conflict between two or more students occurs, the Blueprint questions help students to understand what happened and to generate helpful solutions. In this way, the Blueprint can be used as a classroom management tool. Note: the Blueprint questions will have to be amended for younger students.

1. Immediately when a conflict occurs between two or more students, stop them and speak to them quietly, away from the class if possible. If you cannot respond immediately, acknowledge that there is a problem and tell them that you will be discussing the issue with them at a later time.
2. Briefly interview students using clarifying, open-ended questions to ensure that they attain a deeper understanding of the situation, gain new strategies that may help them to be more effective, and create an action plan to resolve the problem. An example of interview questions based on the Blueprint is provided below. Ask one question at a time, giving both students an opportunity to respond. Model and encourage active listening so that each student involved is allowed to talk without any interruption.
3. Conclude by having the students propose a solution. If the students cannot supply one, suggest one and have them think about how they think that will work.



# Using the Blueprint for Behavior Management

## Lesson 4 | Lower Elementary

Variations of the Blueprint questions that can be used in conversations and discussions:

Recognize & Label	<p>How did you feel during this disagreement?</p> <p>How do you think _____ felt at the time?</p> <p>How do you feel right now?</p> <p>How do you think _____ feels now?</p>
Understand	<p>What do you think caused your feelings?</p> <p>Why do you think _____ felt the way he/she did?</p> <p>Did it help you to feel this way? Why or why not?</p> <p>If _____ felt as you think, what could have caused his/her feelings?</p>
Express & Regulate	<p>You said you felt _____; did you show your feelings to _____? How?</p> <p>What did you do about your feelings?</p> <p>Did you try to change your feelings? If so, how?</p> <p>How did _____ show his/her feelings?</p>
Reflect & Act	<p>Did this disagreement turn out okay? What went right?</p> <p>What went wrong?</p> <p>Did you handle this disagreement in a positive way?</p> <p>If not, what else could you try?</p> <p>What is likely to happen if you try a new way of handling this disagreement?</p> <p>How will your new ways of handling the disagreement make you feel? Make _____ feel?</p> <p>Do you want to feel this way? Do you want _____ to feel this way?</p> <p>How easy will it be to try your new ways to handle the situation? What kinds of things may be hard?</p> <p>Overall, what is the best solution?</p> <p>What have you learned about handling your feelings?</p> <p>What can you do about this situation now?</p> <p>How will you follow up to make sure you have resolved the disagreement?</p>

**Evaluation:** Later on that day or on the following day, ask each of the involved students to describe verbally the solution they came up with. Make sure that the students answered the questions appropriately for themselves and for the other student(s). If any of the answers do not make sense, ask clarifying open-ended questions until the student provides an adequate answer.

### CASEL Competencies:

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making

# Using the Blueprint for Behavior Management

Lesson 4 | Lower Elementary

**Learning Extension:** Read students a story that depicts a conflict between two characters such as *Llama, Llama, Mad At Mama*. Ask students to divide a piece of drawing paper into four sections by folding in half and then in half again. In the top left corner, have them draw a picture to answer how the characters felt during the conflict, including where they are on the Mood Meter. In the top right corner, have them draw what seemed to cause the feelings. In the lower left corner, have them draw what the characters did or said to show or handle their feelings. In the lower right corner, have them draw a better solution to the conflict. If students are able to write, have them record one or two sentences describing each picture. Have students discuss their drawings with the class. Conclude by asking them if any of the things the characters did to handle their feelings could help them when they are in similar situations.



# Using the Blueprint for Behavior Management

Lesson 4 | Upper Elementary

## RECOMMENDED GRADE

### LEVELS: 3-5

**Purpose:** To use the Blueprint, as needed, to manage behavior during conflicts that arise in class.

### Learning Objectives:

Students will be able to...

- Problem solve independently using the Blueprint
- Analyze a conflict that occurs between themselves and another student or students in class

### Materials and Preparation:

Teacher will need...

- A Case Study of the Blueprint and a Classroom Conflict (in Appendix)

Students will need...

- Copies of Blueprint Worksheet in Appendix (Blueprint: Current Situation)

**Time:** 5 to 10 minutes, depending on how much time is given to students to write their responses in class.

## Lesson 4: Using the Blueprint for Behavior Management Upper Elementary

### Procedure

If this is your first time doing this activity with students, take time to read *A Case Study of the Blueprint and a Classroom Conflict*. As explained in the case study, this is an activity that can be conducted regularly throughout the year on an as-needed basis. In fact, it may be helpful to keep a stack of *Blueprint: Current Situation* worksheets accessible in your classroom. When a conflict between two or more students occurs, the Blueprint process guides a productive discussion that helps to generate solutions. In this way, the Blueprint can be used as a classroom management tool.

1. Immediately when a conflict occurs, hand each involved student a *Blueprint: Current Situation* worksheet (in Appendix).
2. Ask all involved students to complete the form in writing at their desk or at another area in classroom such as at a “peace table”. Give them three to five minutes to do this. Some students may be agitated and require the support of an assistant teacher or student teacher.
3. When the students return the forms, review them as soon as possible after the incident. If appropriate, ask students to switch forms and read each other’s responses.
4. Briefly interview students using clarifying, open-ended questions to ensure that they attain a deeper understanding of the situation, gain new strategies that may help them to be more effective, and create an action plan to resolve the problem. An example of interview questions based on the Blueprint is provided below. Model and encourage active listening so that each student involved is allowed to talk without any interruption (as an estimate, each student should take three to five minutes to share his/her Blueprint).

# Using the Blueprint for Behavior Management

## Lesson 4 | Upper Elementary

5. Conclude by having the students propose a solution. Lead the discussion so there is an agreed upon resolution. If the students cannot supply one, suggest one.
6. Once students are familiar with this process, they will be able to do it independently. Instead of stopping instruction during a classroom conflict, hand each student involved a Blueprint worksheet to complete silently while you continue your instruction with the rest of the class. If the conflict is very serious and warrants further discussion, schedule a time to meet privately with students or involve necessary parties such as the principal. Ideally, the principal will have the completed Blueprint forms to review and use in the meeting with the students. The actions each party will take and what follow up will be done should be recorded.

**Evaluation:** The best check for student learning is a simple read through the Blueprints after the students have completed them. Make sure that the students answered the questions appropriately for themselves and for the other student(s). If any of the answers do not make sense, ask clarifying open-ended questions until the student provides an adequate answer.

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills

# Using the Blueprint for Behavior Management

Lesson 4 | Upper Elementary

Variations of the Blueprint questions that can be used in conversations and discussions:

Recognize & Label	<p>How did you feel during this situation?</p> <p>How do you think _____ felt at the time?</p> <p>How do you feel right now?</p> <p>How do you _____ feels now?</p>
Understand	<p>What do you think caused your feelings?</p> <p>Why do you think _____ felt the way he/she did?</p> <p>Did it help you to feel this way? Why or why not?</p> <p>If _____ felt as you think, what could have caused his/her feelings?</p> <p>How did your feelings change?</p> <p>How did _____ feelings change? Why do you think this happened?</p>
Express & Regulate	<p>You said you felt _____; did you express your feelings to _____? How?</p> <p>What did you do about your feelings?</p> <p>Did you try to change your feelings? If so, how?</p> <p>How did _____ express his/her feelings?</p>
Reflect & Act	<p>Were you satisfied with how things turned out? What went right? What went wrong?</p> <p>How successful was the way you handled the situation?</p> <p>What else could you try?</p> <p>What is likely to happen if you try each of these approaches?</p> <p>Do you want these things to happen? Would they be helpful?</p> <p>How will your new ways of handling the situation make you feel? Make _____ feel?</p> <p>Do you want to feel this way? Do you want _____ to feel this way?</p> <p>How easy will it be to try your new approaches to handling the situation? What kinds of things may stand in your way?</p> <p>Overall, what is the best solution?</p> <p>What have you learned about handling your feelings?</p> <p>What can you do about this situation now?</p> <p>How will you follow up to make sure you have resolved the problem?</p>

# Using the Blueprint for Behavior Management

Lesson 4 | Upper Elementary

**Learning Extension:** If your school trains peer mediators, they should be taught how to use this process. Then, peer mediators could conduct these interviews instead of the teacher.

Ask students to write an essay for homework using the following questions as prompts: *How did the original situation or conflict break the promises we made to each other in our classroom Charter? How did our resolution align with our Charter? How can we amend our Charter to ensure this doesn't happen again?*

If there is an untoward incident where parents have to be called into school, the Blueprint is an excellent tool to help both students and their parents communicate effectively with each other about specific issues and take steps towards better understanding each other's positions to facilitate mutual respect and acceptance.



# Using the Blueprint for Behavior Management

Lesson 4 | Upper Elementary

## Blueprint

<b>Describe: What happened?</b> Freddy and I were playing around with Aaron. Robert called me twisted <sup>nose</sup> and I called him fat.		
<b>EL Area</b>	<b>Me</b>	<b>Other Person</b>
<b>Recognize and Label</b>	What was I feeling? Mad and angry.	What was <u>Robert</u> feeling? Mad.
<b>Understand</b>	What caused me to feel this way? Robert calling me twisted nose and pushing me.	What caused <u>Robert</u> to feel this way? He thought I was bullying Aaron.
<b>Express and Regulate</b>	How did I express and regulate my feelings? I called him fat and pushed him.	How did <u>Robert</u> express and regulate his/her feelings? He called me twisted nose and hit me.
<b>Reflect: What could I have done to handle the situation better? How would I have liked the situation to turn out? What can I do now?</b> Tell Robert that I was playing around with Aaron. Apologize to each other.		

These Blueprints show how middle school students Johnny and Robert perceived a conflict differently than one another.

# Using the Blueprint for Behavior Management

Lesson 4 | Upper Elementary

## Blueprint

<b>Describe: What happened?</b> I was in the lunchroom and Johnny was making fun of Aaron. So, I told him he had a big nose.		
<b>EL Area</b>	<b>Me</b>	<b>Other Person</b>
<b>Recognize and Label</b>	What was I feeling? I was feeling angry.	What was <u>Johnny</u> feeling? He was feeling amused because he was making fun of Aaron. Then, he felt angry when I told him he had a big nose.
<b>Understand</b>	What caused me to feel this way? Johnny was making fun of Aaron and called me fat.	What caused <u>Johnny</u> to feel this way? I told Johnny he had a big nose.
<b>Express and Regulate</b>	How did I express and regulate my feelings? I told Johnny he had a big nose. I pushed and punched him.	How did <u>Johnny</u> express and regulate his/her feelings? He pushed me and called me fat.
<b>Reflect: What could I have done to handle the situation better? How would I have liked the situation to turn out? What can I do now?</b> I could have told a teacher that Johnny was making fun of Aaron instead of calling him names and pushing him. Now, I can apologize for what happened.		

## RECOMMENDED GRADE

### LEVELS: 6-8

Purpose: To use the Blueprint, as needed, to manage behavior during conflicts that arise in class.

### Learning Objectives:

Students will be able to...

- Problem solve independently using the Blueprint
- Analyze a conflict that occurs between themselves and another student or students in class

### Materials and Preparation:

Teacher will need...

- A Case Study of the Blueprint and a Classroom Conflict (in Appendix)

Students will need...

- Copies of Blueprint Worksheet in Appendix (Blueprint: Current Situation)

**Time:** 5 to 10 minutes, depending on how much time is given to students to write their responses in class.

## Lesson 4: Using the Blueprint for Behavior Management Middle School

### Procedure

If this is your first time doing this activity with students, take time to read *A Case Study of the Blueprint and a Classroom Conflict*. As explained in the case study, this is an activity that can be conducted regularly throughout the year on an as-needed basis. In fact, it may be helpful to keep a stack of *Blueprint: Current Situation* worksheets accessible in your classroom. When a conflict between two or more students occurs, the Blueprint process guides a productive discussion that helps to generate solutions. In this way, the Blueprint can be used as a classroom management tool.

1. Immediately when a conflict occurs, hand each involved student a *Blueprint: Current Situation* worksheet (in Appendix).
2. Ask all involved students to complete the form in writing at their desk or another area in classroom. Give them three to five minutes to do this.
3. When the students return the forms, review them as soon as possible after the incident. If appropriate, ask students to switch forms and read each other's responses.
4. Briefly interview students using clarifying, open-ended questions to ensure that they attain a deeper understanding of the situation, gain new strategies that may help them to be more effective, and create an action plan to resolve the problem. An example of interview questions based on the Blueprint is provided below. Model and encourage active listening so that each student involved is allowed to talk without any interruption (as an estimate, each student should take three to five minutes to share his/her Blueprint).

# Using the Blueprint for Behavior Management

## Lesson 4 | Middle School

5. Conclude by having the students propose a solution. Lead the discussion so there is an agreed upon resolution. If the students cannot supply one, suggest one.
6. Once students are familiar with this process, they will be able to do it independently. Instead of stopping instruction during a classroom conflict, hand each involved student a Blueprint worksheet to complete silently while you continue your instruction with the rest of the class. If the conflict is very serious and warrants further discussion, schedule a time to meet privately with students or involve necessary parties such as the principal or dean. Ideally, the principal or dean will have the completed Blueprint forms to review and use in the meeting with the students. The actions each party will take and what follow up will be done should be recorded.

**Evaluation:** The best check for student learning is a simple read through the Blueprints after the students have completed them. Make sure that the students answered the questions appropriately for themselves and for the other student(s). If any of the answers do not make sense, ask clarifying open-ended questions until the student provides an adequate answer.

**CASEL Competencies:**

Students will develop the following CASEL recommended competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making



# Using the Blueprint for Behavior Management

Lesson 4 | Middle School

Variations of the Blueprint questions that can be used in conversations and discussions:

Recognize & Label	<p>How did you feel during this interaction?</p> <p>How do you think _____ felt at the time?</p> <p>How do you feel right now?</p> <p>How do you think _____ feels now?</p>
Understand	<p>What do you think caused your feelings?</p> <p>Why do you think _____ felt the way he/she did?</p> <p>Did it help you to feel this way? Why or why not?</p> <p>If _____ felt as you think, what could have caused his/her feelings?</p> <p>How did your feelings change?</p> <p>How did _____'s feelings change? Why do you think this happened?</p>
Express & Regulate	<p>You said you felt _____; did you express your feelings to _____? How?</p> <p>What did you do about your feelings?</p> <p>Did you try to change your feelings? If so, how?</p> <p>How did _____ express his/her feelings?</p>
Reflect & Act	<p>Were you satisfied with how things turned out? What went right? What went wrong?</p> <p>How successful was the way you handled the situation?</p> <p>What else could you try?</p> <p>What is likely to happen if you try each of these approaches?</p> <p>Do you want these things to happen? Would they be helpful?</p> <p>How will your new ways of handling the situation make you feel? Make _____ feel?</p> <p>Do you want to feel this way? Do you want _____ to feel this way?</p> <p>How easy will it be to try your new approaches to handling the situation? What kinds of things may stand in your way?</p> <p>Overall, what is the best solution?</p> <p>What have you learned about handling your feelings?</p> <p>What can you do about this situation now?</p> <p>How will you follow up to make sure you have resolved the problem?</p>

# Using the Blueprint for Behavior Management

Lesson 4 | Middle School

**Learning Extension:** If your school trains peer mediators, they should be taught how to use this process. Then, peer mediators could conduct these interviews instead of the teacher.

Ask students to write an essay for homework using the following questions as prompts: *How did the original situation or conflict run counter to the tenets proposed in our classroom Charter? How did our resolution align with our Charter? How can our Charter be amended to include behaviors such as those we discussed in our solution?*

If there is an untoward incident where parents have to be called into school, the Blueprint is an excellent tool to help both students and their parents communicate effectively with each other about specific issues and take steps towards better understanding each other's positions to facilitate mutual respect and acceptance.





Blueprint  
Enrichment  
Activities

# Blueprint

## Enrichment Activities

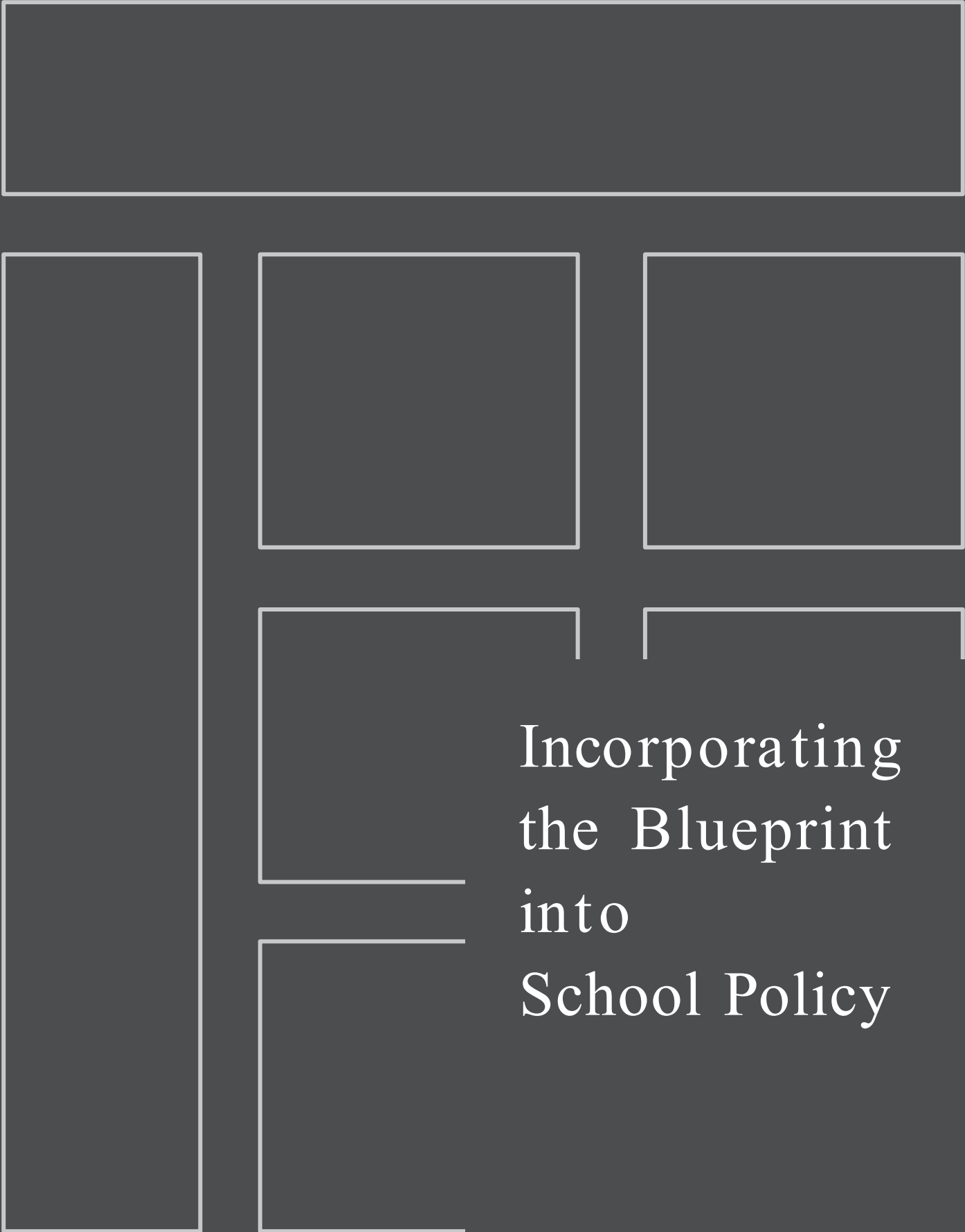
- **Blueprint Meetings:** This is a way in which the Blueprint can be incorporated into the weekly fabric of the classroom. Have on the week's agenda at least one class meeting in which you will use the Blueprint to solve a problem or analyze a situation from a recent conflict or one taken from core content material. Keep an idea box in the classroom where students can write down a situation they would like to Blueprint and submit the idea for consideration. Alternate between Blueprinting past, present, and future situations for interpersonal situations, classroom challenges, and conflicts between characters and historical figures. This will model for students the wide variety of situations in which the Blueprint can be used.
- **Peer Mediation:** Incorporate the Blueprint into peer mediation/advising programs at your school. Train students on how to help other students to solve conflict using the Blueprint questions. Have paper and electronic copies of the Blueprints available to peer mediators. Encourage mediators to keep the completed copies of the Blueprints they use when helping other students. These copies can be used in meetings between student mediators and the teaching staff working with them.
- **Analyzing Challenges in Art and Science:** Throughout history, scientists and artists have made amazing discoveries and produced brilliant masterpieces that have been met with criticism, disapproval, and flat out rejection. Students can begin to understand these historical figures on a more personal level by analyzing the emotions that they were experiencing during these challenging times. Have students use the Blueprint to take the perspective of a scientist, artist, philosopher, or another person from history who was rejected for his or her discoveries, works, or beliefs. Have them use the Blueprint to go through questions for the historical figure. Then, they can analyze the situation from the perspective of those who rejected the historical figure (e.g., society at large, specific individuals). Provided below are several examples of historical situations that can be analyzed using the Blueprint:
  - Ancient astronomers from as early as the 3rd century claimed that the earth was likely not the center of the universe. After centuries of being ridiculed for this claim, the invention of the telescope in the 17th century proved this to be true. Although it appears everything revolves around humans on the earth—it is an illusion! Have students Blueprint the situation from the perspective of the astronomers who made the claim and those who disputed it.
  - Edouard Manet, considered today one of the most respected painters of the 19<sup>th</sup> century, was constantly refused when he submitted his paintings to be displayed publicly.

# Blueprint Enrichment Activities

Eventually, however, Manet became one of the finest French artists of all time. Have students Blueprint Manet's art from Manet's perspective as well as from the perspective of those who rejected his work.

- **Role-Play:** In this activity, students act as characters from books, historical figures, celebrities, politicians, or others and fill out the Blueprint from that individual's or group's perspective. Students will arrive at different answers when instead of thinking about "How did Abe Lincoln feel?" they are thinking "I am Abe Lincoln, about to send troops into this battle. How am I feeling?" In the early childhood grades, puppets are often used for role play. Have students use puppets to act out their responses to the Blueprint questions. Puppets provide an outlet for students to express themselves in a less threatening manner in front of the class and/or the teacher. The use of puppets can promote more clever dialogues and willingness to state opinions without endangering one's self-esteem.
- **Creative Writing:** Characters and conflict are both at the heart of good storytelling and writing. The Blueprint can be used as a springboard for creative writing assignments and short stories. Encourage students to think about a problem, conflict, decision, or other situation that they will include in their own short story. Then, have them write a brief description of each of the characters or groups who will be involved in the conflict. Finally, have them use the Blueprint to fully develop the details of the conflict. This type of character planning will ensure that their stories will be richer, emotion-laden, and more interesting.
- **School-Wide Blueprint:** Bullying, anxiety about standardized tests, or other issues that affect most or all of a school can be addressed using the Blueprint in a school assembly. If a challenging situation arises that affects the whole school body, schedule a school assembly for the Blueprint process. During the assembly, one or more facilitators present the problem and go through each of the Blueprint questions with the students as a group. Consider posting a printed version of the dialogue from the school-wide Blueprint in a prominent public place to remind students about the resolution.
- **Share Successes:** While the Blueprint focuses on solving problems, it is important to celebrate Blueprint successes. Create a system for students or teachers to submit descriptions of Blueprint processes that led to a successful resolution of a conflict or solution to a problem. Make sure that all parties involved in the Blueprint are comfortable with the contents of it being shared. Create a board, blog, or flier that highlights these successes to the whole school community.





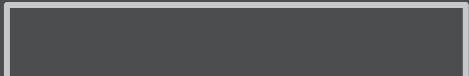
# Incorporating the Blueprint into School Policy

# Incorporating the Blueprint into School Policy

In addition to classroom lessons and enrichment activities, the best way to maximize the impact of the Blueprint is to integrate its use into school policy. The Blueprint is most effective when all members of the school community use it—students, teachers, parents, administrators, and other school staff. All stakeholders in the school can use the Blueprint to resolve conflicts, as well as in daily life to make decisions, plan for situations, and analyze current and past circumstances. When this happens, the entire school community can experience enhanced self-awareness, self-control, social awareness, relationship skills, and responsible decision making. In other words, the Blueprint can help the school become a place where everyone is more aware of their own and others' feelings, better at managing their behavior, more respectful and empathic toward others, more cooperative and communicative, and more deliberate with the choices they make.

**Here are some suggestions for building the Blueprint into the policies of your school:**

- 1. Use the Blueprint in one-on-one meetings with students, parents, and other staff.** The Blueprint is an excellent tool to foster better understanding of others' perspectives. It also can provide documentation of conflicts and conversations that may be helpful to share with others or refer back to at a later date.
- 2. Complete the Blueprint in staff meetings.** The Blueprint can foster better communication and decision making, especially when sensitive issues need to be discussed or important decisions need to be made. Suggest that any member of the school staff can suggest an issue to be blueprinted. Set up a box in the principal's office or faculty lounge where staff can anonymously leave a suggestion for a topic he/she would like to Blueprint as a group.
- 3. Use the Blueprint as a primary intervention tool for managing conflict.** The Blueprint can empower students and staff by enhancing self-knowledge and improving decision making. Ensure that all members of the staff know how to use the Blueprint and have paper and electronic copies of the Blueprint forms that can be completed as conflicts or challenging situations arise. When conflicts arise that do necessitate disciplinary action, remember that the Blueprint is not intended to assign blame. However, it does function as a helpful self-reflective process for students to consider the impact of their actions and decisions on others. In addition, Blueprint forms completed during and after conflict situations between two or more students or staff members can be helpful tools to monitor student and staff behavior and progress.



Blueprint  
FAQs





# Blueprint FAQs

## 1. What do I do when students give too much detail about the story and not enough detail about their feelings?

- One common mistake students and adults make when using the Blueprint is spending too much time on explaining the sequence of events rather than describing the feelings involved. Considering what happened is important in understanding how those events may have impacted feelings. But the Blueprint is especially useful because it is designed to analyze feelings: when, how, and why did the feelings occur, how did we handle them, and can we become better at dealing with them? Encourage students to describe the situation briefly and then move on quickly to the task of analyzing the feelings involved using the Blueprint questions.
- Practice modeling for students how to describe a scenario briefly (in 1 minute or less). Consider demonstrating this using a group Blueprint of a character, historical figure, or classroom situation.

## 2. Can the Blueprint be a way to avoid difficult issues?

- When used to analyze historical events, the Blueprint can be seen as potentially trivializing significant issues such as segregation, racial prejudice, and war. However, when used appropriately, the tool can enhance and deepen the understanding and significance of such events.
- For serious historical topics, make sure that the Blueprint analysis sparks a more in-depth discussion and exploration of the issue, rather than being a singular activity about the issue or event.

## 3. How can I use the Blueprint for interpersonal conflicts between students and maintain their confidentiality?

- It is important that the confidentiality of students and staff members is maintained during the Blueprinting process. In some cases, it will be obvious who is involved, and this is okay. However, in other cases, a student or teacher may want to Blueprint about someone involved in a conflict that they either would like to keep private or that should be kept private to protect the person's reputation.
- Whenever using the Blueprint, assure students and staff that you will keep their personal information to yourself and encourage them to take care to protect others' privacy.

## 4. My students find it difficult and uncomfortable to Blueprint about personal issues. What can I do?

- Many students and staff find it difficult to discuss their mistakes and challenging situations and may be intimidated by sharing these types of stories. To reduce these feelings of

# Blueprint FAQs

discomfort, consider Blueprinting characters and possibly even your own personal situations with students before they are asked to share their own stories.

- Similarly, use examples of people throughout history or in current events or instances of your own challenges before asking students to Blueprint their personal experiences.
- Have them Blueprint in a private journal and discuss only what the process was like (as opposed to the details of the situation they Blueprinted.)

## **5. What do I do when students say: “I don’t know enough about the other person to complete their section of the Blueprint.”**

- Many students and teachers struggle when completing the “other person” part of the Blueprint, particularly the questions about what the other person is feeling or what caused their feelings. In many ways this is an important insight because we rarely consider the other person’s feelings when we are in a conflict.
- It is important to encourage individuals to infer as much as possible from the interaction. Considering the other person’s facial expressions and voice, for example, helps to infer how the person was feeling. Examining one’s own behavior can help to infer what may have caused the other person to react they way the did. Finally, once students engage in active listening and open-ended questioning with the partner, greater insights and clarity will emerge.

## **6. How do we handle no-win situations? There just isn’t a good solution to the conflict.**

- Sometimes students and staff simply cannot think of ways to handle a situation better. Either they feel they were backed into a corner with no possible alternatives, or the alternatives are simply not coming to mind. In these cases, you may suggest ideas you have by asking, “Have you ever tried...?” or “What about...do you think that might work?”
- Another way to help others to generate ideas is to suggest typical categories of strategies for dealing with difficult situations. Some possible examples are:
  - avoid this type of situation or response next time,
  - engage in an action that can change the situation,
  - change your attitude or outlook on the situation,
  - modify your mood so that the situation goes better next time,
  - practice using self-talk,
  - exercise or breathe deeply,
  - apologize,
  - seek the support of another student or colleague, or
  - distract yourself if it is something that is okay not to think about in the short term.

# Blueprint FAQs

## 7. How do I handle the issue of blame and accountability with the Blueprint?

- Determining the veracity of a situation or who is right or wrong should not be the focus of the Blueprinting process. When more than one student or staff member is involved in Blueprinting, an intention to work through emotions may turn into a debate about who is telling the truth or who is at fault. Remind each party that the goal is to get emotions out in the open and come to a resolution and not to determine blame.
- One important goal of the Blueprint is to build the RULER skills. This goal cannot be achieved if the student or staff member feels like others think he/she is being dishonest or is to be blamed. The Blueprint can enable and empower students to see others' perspectives and build empathy skills. It also can be used to help students make effective choices and to manage and regulate themselves and others independent of the context.

## 8. What is the difference between a Future Blueprint and a Proactive Meta-Moment?

- The primary difference between the two is that the Blueprint is used to resolve challenging interpersonal situations and focuses on how both parties feel and react, whereas the Meta-Moment focuses solely on one's own, personal emotional experience.
- The Meta-Moment is something we use to get us through an emotionally charged issue "in the moment." It is not a long-term strategy, rather an in-the-moment method. When the Meta-Moment is used proactively, it helps us get through a highly charged upcoming situation and deal with the trigger so we are better regulated.
- The Blueprint is more reflective and involves another person; thus, it fosters the development of empathy. When we use the Blueprint to handle a future highly charged situation, we are developing our critical thinking and problem solving skills as well as fostering empathy.

Student  
Worksheets



# Blueprint Worksheet 1

## Examples for Character Analysis Blueprint

Grade	Description of Book	Sample Blueprint Questions
K	<p>The book, <i>When Sophie Gets Angry, Really, Really, Angry</i>, by Molly Bang tells a story about a girl named Sophie. Sophie first starts feeling angry when her sister grabs her toy gorilla. Sophie tries to get it back, but falls over a toy truck onto the floor. She feels so angry that she kicks, screams, roars, runs, and cries. It is not until she stops to hear a bird and climbs up to the top of a tree that she begins to calm down. She begins to feel comforted and, when she finally goes back home where she is calm and happy again.</p>	<ul style="list-style-type: none"><li>• How does Sophie feel when her sister grabs her gorilla? How does her sister feel?</li><li>• Why do you think Sophie feels angry?</li><li>• How does Sophie show her angry feelings? How does she handle her anger?</li><li>• What could Sophie have done to handle the situation better?</li><li>• What could Sophie do now?</li></ul>
1	<p>Chrysanthemum, by Kevin Henkes, is a book about a girl named Chrysanthemum who loves her name. However, on the first day of school, Chrysanthemum is teased by other students for having the name of a flower. Chrysanthemum begins to dislike school and even her name. One day, the music teacher, Mrs. Twinkle, tells the class that she also is named after a flower, Delphinium, and wants to name her child Chrysanthemum. Suddenly, the other students begin to like Chrysanthemum's name and want to be named after a flower too, Chrysanthemum then begins to feel accepted.</p>	<ul style="list-style-type: none"><li>• How does Chrysanthemum feel when she is teased for her name? How do the students feel when they find out her name?</li><li>• Why do you think Chrysanthemum feels this way? What caused the students' feelings?</li><li>• How does Chrysanthemum show how she feels? How does she handle her feelings? How do the students show and handle their feelings?</li><li>• Instead of beginning to hate school and her name, what could Chrysanthemum have done to feel better about herself and more accepted?</li><li>• Instead of teasing Chrysanthemum for her name, what could the students have done when they found out about her name?</li><li>• What can Chrysanthemum do now? What about the students?</li></ul>



# Blueprint Worksheet 1

2	<p>Julius, the Baby of the World by Kevin Henkes is a book that begins when Julius is born. When he is born, Lilly, Julius's big sister, is furious because her parents pay so much attention to him, and not to her. Lilly is so angry that everyone loves his slimy nose and white fur that she decides to run away. When Lilly's cousin, Garland, makes fun of Julius's sweet white fur and says that "he needs his diaper changed," Lilly suddenly is no longer furious with baby Julius and instead considers him to be "the baby of the world."</p>	<ul style="list-style-type: none"><li>• How does Lilly feel when her baby brother is born?</li><li>• Why does she feel this way?</li><li>• How does Lilly show how she is feeling? How does she handle her anger?</li><li>• What are some things Lilly could have done differently?</li><li>• What can Lilly do now?</li></ul>
3	<p>At the beginning of the movie Freaky Friday<sup>1</sup>, Anna and her mother, Tess, are constantly arguing. Whether it is over Anna's rock band, friends, and grades or Tess's fiancé, there is constant tension between them. Anna and Tess are fighting again when they go to a Chinese restaurant for a family dinner. Anna wants to attend a band audition on the same night as Tess's wedding rehearsal. When discussing this movie, focus on this or another conflict between Tess and Anna at the beginning of the movie.</p> <p><small><sup>1</sup>2003 Disney version of the film.</small></p>	<ul style="list-style-type: none"><li>• How does Anna feel? How does Tess feel?</li><li>• What caused Anna to feel this way? What caused Tess's feelings?</li><li>• How does Anna show how she is feeling? How does she handle her feelings? How does Tess show how she is feeling? How does she handle her feelings?</li><li>• What are some things each of them could do differently so they get along better?</li><li>• Imagine they never traded places, and their conflicts were not resolved. What are some things each of them could have done to resolve their disagreements?</li></ul>





# Blueprint Worksheet 1

4	<p>In the book, <i>Fourth Grade Rats</i> by Jerry Spinelli, Suds and Joey take different approaches to becoming fourth graders, whom the first graders refer to as “fourth grade rats.” Joey thinks the boys should live up to this name by disobeying their parents, kicking younger kids off the swings, and stealing their snacks. Suds wishes he could still be a “third grade angel,” but he starts to adopt Joey’s ways of behaving because of pressure from Joey, even though Suds feels uncomfortable being a “rat”.</p>	<ul style="list-style-type: none"><li>• How does Suds feel when Joey pressures him to be a “rat”?</li><li>• What caused Suds’ feelings?</li><li>• How does Suds express his feelings? How does he handle them?</li><li>• Instead of taking after Joey’s bad behavior, what could Suds have done?</li><li>• At the end of the story, Suds decides not to act like a rat. What can he do now to help correct some of the mistakes he made throughout the story?</li></ul>
5	<p>When Europeans began to settle in America, they felt entitled to the land and began to take it over. Native American tribes already on the continent were forced to move off their homelands and sometimes to convert to new religions and customs. This was a great source of tension between the colonists and the natives for centuries.</p>	<ul style="list-style-type: none"><li>• How did the European settlers feel? How did the Native Americans feel?</li><li>• What caused the settlers’ feelings? What caused the Native Americans’ feelings?</li><li>• How did the settlers express and regulate their feelings? What about the Native Americans?</li><li>• What could the settlers have done differently so that there was less tension between them and the natives? What could the natives have done differently?</li><li>• Even today, tension exists between some Native Americans and the U.S. government. What can each side do now to ease that tension?</li></ul>





# Blueprint Worksheet 1

6	<p>The book, <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, takes place during the 1960s when segregation was common in the United States, especially in the South. Throughout this book, the members of the Logan family, who are African American, are victims of segregation. The Logan children are not allowed to ride on the same bus as the white children and must use worn-out textbooks that once belonged to the white children. When they try to shop at the Barnett Mercantile, they cannot get the service they need because the owner of the store always attends to the white customers first.</p>	<ul style="list-style-type: none"><li>• How do the members of the Logan family feel when they are waiting for service at the store? How does the store owner feel?</li><li>• What causes the Logan family's feelings? What about the store owner's feelings?</li><li>• How do the Logans express and regulate their feelings? What about the store owner?</li><li>• What could the Logans have done to handle the situation better? And the store owner?</li></ul>
7	<p>In the book, <i>Harry Potter and the Sorcerer's Stone</i> by J.K. Rowling, Harry feels alienated in the Muggle world. Before he learns that he is a wizard, he notices his different abilities for which his aunt and uncle punish him, and feels like an outcast even in his own home. Harry's aunt and uncle seem to think if they punish Harry and treat him as a servant, then his magic may go away.</p>	<ul style="list-style-type: none"><li>• How does Harry feel before he learns he is a wizard? How do his aunt and uncle feel?</li><li>• What causes Harry's feelings? What causes his aunt's and uncle's feelings?</li><li>• How does Harry express and regulate his feelings? How do his aunt and uncle express and regulate their feelings?</li><li>• What could Harry do to handle his feelings better? What could his aunt and uncle do differently?</li></ul>



# Blueprint Worksheet 1

8

In May of 2010 when millions of gallons of oil were continually pouring into the Gulf Coast, President Obama commented, "Every day that this leak continues is an assault on the people of the Gulf Coast region, their livelihoods, and the natural bounty that belongs to all of us. It is as enraging as it is heartbreaking, and we will not relent until this leak is contained, until the waters and shores are cleaned up, and until the people unjustly victimized by this manmade disaster are made whole."

- How did President Obama feel when he spoke these words?
- What caused his feelings?
- How did he express and regulate his feelings?
- Besides speaking these words, what else could President Obama have done to handle his enraged feelings and the national disaster?
- Now that this problem has been resolved, what can President Obama do to prevent something similar from happening?



# Blueprint Worksheet 2

## A Case Study of the Blueprint and a Classroom Conflict

The following case study highlights how the Blueprint can be used for classroom conflicts:

Imagine you are in the middle of teaching a lesson, and you notice two of your students, Jeff and Gina, talking loudly. You stop your lesson, look at them, and remind all students to focus. As you turn back to writing on the board, Gina exclaims that Jeff will not stop teasing her and kicking the back of her desk. You tell them to “cool it,” and the behavior ceases until the students go out for recess, where he continues to bully Gina. As Gina becomes increasingly upset and attempts to avoid Jeff by moving to a different area, Jeff follows her and continues to harass her until she starts to cry.

### What do you do?

Due to time constraints, the fastest solution might be to pull Jeff and Gina aside and ask Jeff to apologize. Jeff likely apologizes because you tell him to do so. It might even end the situation. You feel relieved about the apology because you assume it has made Jeff think about what he has done wrong while making Gina feel better. Gina may even be satisfied that Jeff apologized to her. However, is the problem really resolved? Will Jeff be kind to Gina and others from this point forward? Did Jeff learn a lesson about the impact of his behavior on Gina's emotions? Do Jeff and Gina have a better understanding of each other? Will the way things were handled prevent a similar situation from occurring? It's unlikely.

Now, let's imagine what it might be like to use the Blueprint for this situation. As soon as you see Gina crying, you send her and Jeff to separate benches, each with a pencil and a Blueprint worksheet to complete. After they fill out their worksheets, you bring them together and facilitate a conversation with them, based on the Blueprint questions they have just answered on paper. The following dialogue shows how you might facilitate this conversation:



# Blueprint Worksheet 2

## TEACHER

"What happened?" you ask the students.

Because neither student explains the situation entirely, you guide them to a more detailed description. "What else happened? Jeff, I saw you teasing Gina and kicking her chair."

To push Jeff to recognize and label his feelings, you ask, "How did you feel when she didn't respond to you?"

"How do you think Gina felt?" you continue.

You turn to Gina. "Gina, is this true?"

"Okay, but how were you feeling?"

## STUDENTS

"Jeff is being really mean to me today," Gina replies.

"She's lying! I asked her a question about a videogame we both play at home, and she wouldn't tell me the answer," Jeff responds.

Jeff says that when Gina would not respond to him as he wanted, he began to bother her.

"Angry."

Jeff replies that she probably felt annoyed.

"I only didn't answer him because I was trying to pay attention to the lesson."

"I felt irritated and a little stressed out because I couldn't hear what you were saying. I was surprised that Jeff was being so mean to me. I was embarrassed because he was teasing me in front of the other students and made me cry."



# Blueprint Worksheet 2

## TEACHER

"So, let me make sure I understand. Jeff, you were angry because Gina wouldn't answer your question, so you decided to say and do mean things to get her attention. Gina, you didn't answer Jeff's question because you were trying to pay attention; then, you were annoyed with Jeff's behavior and embarrassed about the situation. Is that right?"

"Okay, Jeff, you expressed your anger by being mean to Gina. How did Gina express the things she was feeling?"

"So, was there anything you could have done differently?"

"Great," you respond. "Let's close our eyes and envision trying each of those things. So, right away when Jeff starts to talk, Jeff, you stop yourself, and Gina, you say quietly to Jeff, 'Let's talk after class'...how does everyone feel now?"

Finally, you ask if there is anything either of the students can do now to improve the situation. Jeff apologizes and they both express that they are friends.

## STUDENTS

The students nod.

Keeping his eyes on the ground, Jeff whispers, "She asked me to stop, and then she cried."

Jeff looks up. "I shouldn't have tried talking to Gina during class and I shouldn't have been mean to her."

Gina smiles. "It's okay, Jeff. I probably could have whispered to you that I'd rather talk after class."

"That would have been a lot easier!" Gina exclaims.



## Blueprint Worksheet 2

How do the two ways of handling the situation—with and without the Blueprint—differ? Although both diffused the situation in the moment, the Blueprint did much more. It made both students analyze the situation from their own and the other's perspective. The Blueprint questions made each student more aware of each other's emotions, what caused them to have those feelings, and what those feelings made them do in this situation (e.g., Jeff felt angry, so he kicked Gina's chair; Gina felt embarrassed, so she cried). The Blueprint helped Jeff and Gina to develop and use their RULER skills, and as a result, they were better able to think critically about the situation, make better decisions about how to handle it, and resolve the conflict effectively. By reflecting on how much better the situation would have turned out had they considered the other's perspective (e.g., "That would have been a lot easier!"), Jeff and Gina also are more likely to do so when a conflict arises again between them or with others.

Tip: When using the Blueprint with younger students, particularly those who cannot yet read or write, you will need to guide students verbally through the questions. Consider having students draw their answers to the Blueprint questions, ending with a picture of how the situation can be resolved more effectively the next time.



# Blueprint Worksheet 3

## The Blueprint: Character Analysis

What happened?

Character(s) or Group	Character(s) or Group
How did _____ feel?	How did _____ feel?
What caused _____ feelings?	What caused _____ feelings?
How did _____ express and regulate his/her/their feelings?	How did _____ express and regulate his/her/their feelings?

What could \_\_\_\_\_ have done to handle the situation better?

What can \_\_\_\_\_ do now?

What else could \_\_\_\_\_ try if this happens again?

Overall, what is the best solution to this problem?





# Blueprint Worksheet 4

## The Blueprint: Past Situation

What happened?

Me	Other Person(s)
How did I feel?	How did _____ feel?
What caused my feelings?	What caused _____'s feelings?
How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?

What could I have done to handle the situation better?

What can I do now?

What else could I try if this happens again?

Overall, what is the best solution to this problem?



# Blueprint Worksheet 5

## The Blueprint: Current Situation

What is happening?

Me	Other Person(s)
How do I feel?	How does _____ feel?
What is causing my feelings?	What is causing _____'s feelings?
How am I express and regulate my feelings?	How is _____ express and regulate his/her feelings?

What can I do now to handle the situation more effectively?

Overall, what is the best solution to this problem?



# Blueprint Worksheet 6

## The Blueprint: Future Situation

What is the upcoming challenging situation?

Me	Other Person(s)
How might I feel?	How might _____ feel?
What might cause me to feel this way?	What might cause _____'s feelings?
How might I express and regulate my feelings?	How might _____ express and regulate his/her feelings?

What could I do to handle the situation as best as possible?

Overall, what might be the best solution to this problem?



# Blueprint Worksheet 7

## Types of Open-ended Questions

### 1. Objective Questions

- What happened?
- What happened next?
- Who were the key people involved?
- How did you respond?
- What else can you tell me about what happened?

### 2. Reflective Questions

- What else have you explored / thought of?
- How do you think an outsider watching the situation may have seen it?
- What did you hope to achieve?
- How would you have liked to respond?
- What could you have done differently?

### 3. Interpretive Questions

- What have you learned so far?
- What were the implications? What happened as a result of that?
- What prompted you to...?
- How would you know if...?
- Why do you think that...?

### 4. Decisional Questions

- What will you do next?
- How can you...?
- Why do you think that trying... would be helpful?
- What would be useful for...?
- How would you like to respond?

