



UNIT 2

Compromise

TOPIC 2.1 Compromising Is a Win-Win

BIG PICTURE SUMMARY

This topic teaches why compromising is useful and outlines four different strategies people can use to compromise. It ends with a game to practice the compromise strategies.

Key Things To Do Here are the two most important things to do in today's class:

1. **Use this Key Vocabulary often and in fun and playful ways:**
 - ★ Executive Function Skills
 - ★ Flexible
 - ★ Plan A/Plan B
 - ★ Goal, Why, Plan, Check
 - ★ Use Coping Strategies and Flexible Thinking When Needed
 - ★ Big Picture
 - ★ Stuck on a Detail
 - ★ How to Compromise:
 - Each Gets Part.
 - Combine Ideas.
 - Take Turns.
 - Do Something Different You Both Like.

Key Vocabulary

The Key Vocabulary is a critical part of the curriculum; it is more important than the actual activities in each topic! The Key Vocabulary should be spoken as often as possible and presented in fun and enjoyable ways. Avoid punitive uses of the Key Vocabulary because that can interfere with student buy-in and use of the words and skills. The goal is to get your students to want to use the Key Vocabulary in their everyday lives.

Important Note

New Key Vocabulary is introduced throughout the curriculum. Although a specific list of Key Vocabulary is provided for each topic, continue to use and reinforce all the Key Vocabulary from the curriculum in your interactions with the students. Be sure to make explicit connections that their use of Executive Function Skills gets them more power so they can get what they want. For example, you could say, "I noticed you used a coping strategy so that you could refocus on your **big picture goal** to finish your homework during school. Great work boosting your power!"

2. **Find ways to spontaneously model executive function skills (compromise, flexibility, and planning) at least once during class today.** Make this fun and engaging! Use

compromise, flexibility, and planning skills with your students to solve challenges that come up naturally or challenges that you've invented. For example: *"It looks like we are missing a few people today from group, but I don't want to get stuck on feeling disappointed. My **Big Picture Goal** is to learn about **Compromising** today, so let's get started."*

Materials



- ★ [Unit 2 Daily Self-Awareness Rating](#) (worksheet copied for each student or found in the Student Workbook)



- ★ PowerPoint for Topic 2.1, projected
- ★ Power Equation Poster, posted
- ★ Power Level card. Affix the card to the bottom of the Power Arrow.
- ★ Failure to Compromise video ("Dr. Seuss' The Zax"): <https://www.youtube.com/watch?v=dZmZzGxGpSs>

EDUCATOR PLAN

Goal: Students will learn what a compromise is, why it is useful to compromise, and how to compromise.

Why: Many students with executive function challenges don't know how to compromise, nor do they understand that compromising is a tool for getting what is most important to them while giving up less important details. This topic incorporates both direct instruction and practice to build on students' areas of strength and show them that compromise allows for win-win solutions.

Plan: Do the following before class:

- ★ Post the Power Equation Poster and place the Power Level card at the bottom of the Power Arrow on the poster.
- ★ Pull up the link for the Dr. Seuss' The Zax video so it's ready to view.
- ★ Project the PowerPoint for Topic 2.1.



CONTINUE USING THE POWER LEVEL CARD AND SPECIFIC PRAISE:

Remember to continue using the Power Level card. Focus on celebrating or noticing when the students are doing well. However, when you need to provide corrective feedback, it's essential—and scientifically supported—to provide praise four times for every one instance of corrective feedback. Do NOT lower the Power Level card. Rather, help students notice that they are stuck and refer them back to the key executive function skills they have learned and the Power Equation. You might say, *"Our Power Level is **stuck**—let's look at the Power Equation to see what we can do to get **unstuck**. I wonder if a **compromise** would help here."*

CLASS LESSON PLAN

Slide 1: Power Plan

- 1a. Ask students to fill out the **Unit 2 Daily Self-Awareness Rating** worksheet and review the Power Plan for Topic 2.1.
- 1b. Tell students that they will be planning a bigger and better event and then discuss what the event could be. Offer several options that are practical for the class, such as another party, a meeting with the vice principal to tell them what is easy or hard about school, a public service event, or a field trip. Briefly discuss some ideas for the event, so the students get excited about it. Students will have more time to select and plan the event in future topics.

Slide 2: The Power Equation: The Compromise Skill

2. Explain to the class that in order to plan your new event, you will need to practice some new executive function skills. Tell the students that the important new skill they will practice today is the skill of compromise. Point to compromise in the Power Equation (located under the Be Flexible heading). Note that compromise is a new tool for getting more power and more of what you want and need.

Slide 3: The Compromise Skill

3. Start a discussion to introduce the concept of Compromise. Ask students why they think compromise is useful. Will everyone want exactly the same things in the new event that we plan? Here are some key points to cover with the class:
 - ★ Compromise allows the group to communicate and come up with a plan that everyone likes.
 - ★ Compromise is different than giving in. With compromise, everyone gets some of what they want. We call that a win-win.
 - ★ Compromising helps when you have to make a decision with another person.
 - ★ When people don't compromise, no one gets anything (a lose-lose), or someone gets what they want, while other people get much less or none of what they want and then feel bad.
 - ★ Ask the class to tell you what compromise means to them, and then have the students identify several ways they can compromise (or if they have ever had to compromise).



Remember to always praise students when you notice them using skills like flexible thinking, big picture thinking, kindness, and compromise. Tell students what they've done well while raising the Power Level card on the Power Arrow of the Power Equation Poster. Continue this routine throughout all classes.

Slide 4: Compromise Video

4a. Show a video about a failure to Compromise, such as “Dr. Suess’ The Zax.” Synopsis: The north-going Zax and the south-going Zax meet at the midpoint. Neither Zax is willing to walk around the other Zax, so they stand there for years, unwilling to compromise. As a result, the rest of the world moves on without them. Years later, they’re still left stuck and frustrated in the middle of the highway.

4b. Discuss the video with the students and pose questions like these:

- ★ Has a situation similar to this one ever happened to you?
- ★ Did the north-going Zax get what he wanted? What about the south-going Zax?
- ★ Was either Zax flexible in their ideas?
- ★ Did either Zax communicate what they wanted? Was it effective?
- ★ Did each Zax want something that conflicted with what the other Zax wanted? Could both Zaxes get exactly what they want at the same time? If two people want things that conflict, does it help to say, “I never budge?”
- ★ Did either Zax gain any power in the story?
- ★ What did the Zaxes lose by not compromising?
- ★ Is there a way they could have compromised and each gotten what they wanted? What if one Zax took one step to the side?
- ★ Can you think of other times when people refuse to budge, and it doesn’t work? (For example, sports lockouts, traffic gridlock, filibusters in Congress.) **Note:** Be prepared for students to complain about their parents in response to this question. You can respond by moving the group forward: “Okay, we all struggle with compromising, but the payoff is big when you get a win-win—when both people get some of what they want.” Alternatively, you can talk through options for discussing true compromise with parents—for example, students can teach their parents about compromise using the Home Extension for this topic.
- ★ Does compromising mean you should never stick to your idea, and you should always go with what the other person wants? (The answer is no.)

Compromise is when we keep our eye on the big picture, stay flexible, and communicate to come up with a win-win compromise that works for everyone. It is one of the most powerful of the skills we will learn and practice.



Remember to continue praising students and the group while raising the Power Level card. Be sure to explain why you’re increasing the Power Level.

Slide 5: How to Compromise

5. Discuss different ways to Compromise. Reference the 4 Ways to Compromise visual in the PowerPoint and discuss the example with the class. You can also use an example of compromise from your own life—sharing personal examples can increase student buy-in.

Explain to the students that a win-win compromise is when everybody is flexible and communicates with kindness to get some of they want, either now or later.

For example: Two brothers are at the grocery store with their mom, who says, “The two of you can pick out dessert for after dinner tonight.” One brother wants chocolate cupcakes, but the other brother wants vanilla ice cream. These are a few examples of win-win **Compromises** they could come up with:

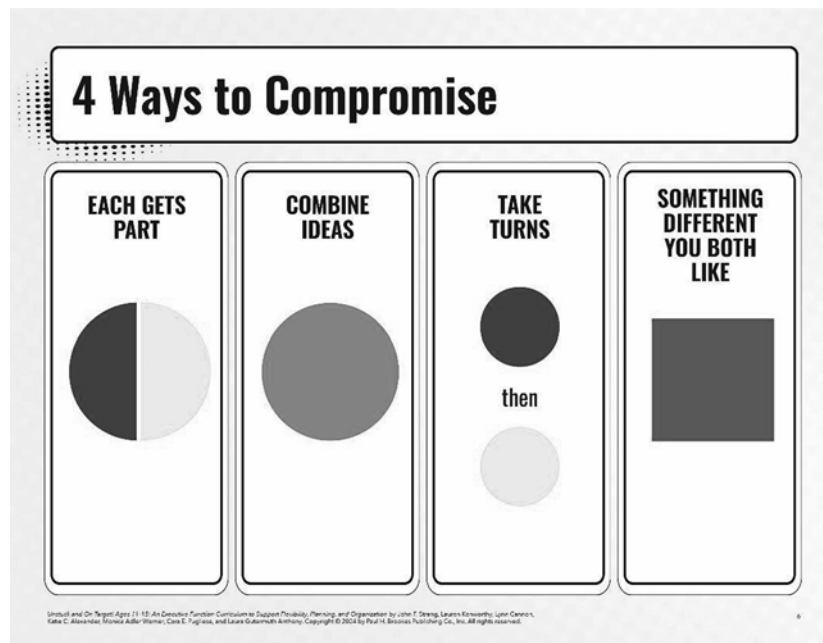
- ★ **Each Gets Part:** Have a small chocolate cupcake and a little vanilla ice cream.
- ★ **Combine Ideas:** Get vanilla cupcakes.
- ★ **Take Turns:** Respectfully convince mom to let them pick two desserts: chocolate cupcakes for tonight and vanilla ice cream for tomorrow night.
- ★ **Do Something Different You Both Like:** Get chocolate chip cookies instead!



Reminder: Keep using the Power Level card to praise students.

Slide 6: A Graphic of the Four Ways to Compromise

6. **Discuss the Compromise graphic.** Ask the class to consider how each of the four pictures on the **Compromise** graphic remind us of the related skills. For example, the green circle reminds us of **Combining Ideas** because it combines the yellow and blue colors. The red square reminds us of **Doing Something Different** because it is different than the yellow and blue circles.



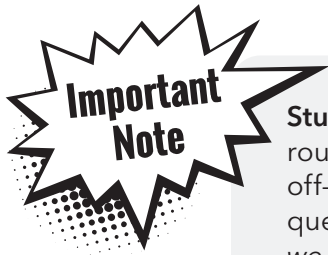
Slide 7: Compromise Competition and Scenario 1

7. Compromise Competition Activity

- ★ There are eight compromise challenges presented on the following eight Power-Point slides. The scenarios have been designed for the class to practice coming up with win-win compromises as a group. Encourage students to use other power

skills like being kind and flexible (e.g., taking turns and listening) when practicing compromise strategies.

- ★ Discuss several examples from the scenarios as a group without being timed. For each of the eight scenarios, we've provided examples of each type of compromise (i.e., each gets part, combine ideas, take turns, something different you both like). Only share the answers with the students if they are stuck or if they need examples of how to play the game. Sometimes the compromise is silly, so feel free to laugh with the students.
- ★ Once students understand the game, race the clock to see how many compromises they can come up with for the remaining scenarios in 5 minutes.
- ★ If no answers are provided by the students, then read out the answers below.



Stuck on a Detail Routine: As described in [Topic 1.1](#), use the **Stuck on a Detail** routine whenever a student (or instructor!) gets stuck on a detail, like a specific off-topic idea (e.g., a video game, a special interest). Ask one of the following questions: *"How long do we want to be stuck on that interesting detail?"* or *"Do we want to get stuck on that detail or get back to the big picture?"* If the class wants to get stuck on the detail, you can say, *"Great! Do we want to be stuck on it for 30 seconds or 1 minute?"* Then use a timer to count 30 seconds or 1 minute. When time's up you can say, *"Great! We were stuck on the detail for 1 minute, and now we can get back to the big picture."* This gentle approach to getting back on task can help improve the self-regulation skills of students who struggle with maintaining the big picture topic and being flexible to improve their self-regulation skills.

Scenario 1: I want to play a video game, but my friend wants to go outside.

- ★ **Each Gets Part:** Play video games for 30 minutes and then go outside for 30 minutes.
- ★ **Combine Ideas:** Go to an arcade and play video games.
- ★ **Take Turns:** If the weather is bad, play video games and then go outside tomorrow. If weather is good, go outside and then play video games tomorrow.
- ★ **Do Something Different You Both Like:** Watch a movie.

Slide 8: Scenario 2

Scenario 2: I want to go outside, but my dad wants me to do my homework.

- ★ **Each Gets Part:** Go outside for 10 minutes for every 30 minutes of doing homework.
- ★ **Combine Ideas:** Lie on the grass outside to do homework.
- ★ **Take Turns:** Today, finish homework first and then go outside. Tomorrow, go outside first and then do homework.
- ★ **Do Something Different You Both Like:** Walk the dog.

Slide 9: Scenario 3

Scenario 3: I want to read comics, but my friend wants to play soccer.

- ★ **Each Gets Part:** Play soccer for 30 minutes and then read comics for 30 minutes.
- ★ **Combine Ideas:** Go to the soccer field and read comics on the bench while waiting for my friend to finish playing soccer.
- ★ **Take Turns:** Read comics today and play soccer tomorrow.
- ★ **Do Something Different You Both Like:** Watch a video tutorial and learn how to build an awesome new paper airplane.

Slide 10: Scenario 4

Scenario 4: I want to watch my favorite show, but my friend wants to watch his favorite show.

- ★ **Each Gets Part:** Watch 20 minutes of my favorite show and then 20 minutes of my friend's favorite show.
- ★ **Combine Ideas:** Watch a show that is similar to both of our favorite shows.
- ★ **Take Turns:** Watch the friend's favorite show this week and then watch my favorite show next week.
- ★ **Do Something Different You Both Like:** Watch a completely different show.

Slide 11: Scenario 5

Scenario 5: I want to get pizza at a restaurant for dinner, but Mom wants to eat dinner at home.

- ★ **Each Gets Part:** Get mozzarella sticks from the pizza restaurant and have a later dinner at home with Mom.
- ★ **Combine Ideas:** Make pizza at home.
- ★ **Take Turns:** Eat at home tonight and go out for pizza later in the week.
- ★ **Do Something Different You Both Like:** Order Chinese food.

Slide 12: Scenario 6

Scenario 6: My little brother and I want to play the piano at the same time.

- ★ **Each Gets Part:** I teach my little brother a piece that he doesn't know how to play and let him practice afterward.
- ★ **Combine Ideas:** Play a piece that two people can play together, like Chopsticks.
- ★ **Take Turns:** My little brother plays for 20 minutes, and then I play for 20 minutes.
- ★ **Do Something Different You Both Like:** Play a two-player video game.

Slide 13: Scenario 7

Scenario 7: I want to wear sweatpants, but Mom wants me to wear khakis.

- ★ **Each Gets Part:** Wear sweatpants at home and wear khakis to go outside.
- ★ **Combine Ideas:** Wear khaki-colored sweatpants.
- ★ **Take Turns:** Wear khakis today and wear sweatpants some other time.
- ★ **Do Something Different You Both Like:** Wear jeans.

Slide 14: Scenario 8

Scenario 8: I want to skip breakfast, but Dad wants me to eat pancakes, bacon, and strawberries.

- ★ **Each Gets Part:** I eat a pancake but no bacon or strawberries.
- ★ **Combine Ideas:** I skip breakfast at home but take it with me to eat later when I'm hungry.
- ★ **Take Turns:** I eat Dad's breakfast today, but tomorrow I just have juice.
- ★ **Do Something Different You Both Like:** Make a big midmorning snack.

Slide 15: Topic 2.1 Wrap-Up: Why Is Compromise Powerful?

15a. Ask students to consider how and why Compromising will build power in their lives at school, at home, and in the future (e.g., getting a job). Point to the Why section of the Power Plan and ask students to fill in the answer or just discuss. Knowing how to compromise gives you power because it helps you make decisions that work for everyone without giving in or getting stuck in lose-lose conflicts. Knowing how to compromise gives you power because it helps you be kind to yourself and others and get some of what you want even when you disagree with someone.

15b. Send Home Extension for Topic 2.1 home with students or e-mail it to parents.

15c. Look for generalization opportunities in other classes. Ask your students' other instructors to use the blank Power Plan (introduced at the end of [Topic 1.6](#)) with students for their individual work (e.g., making a plan for how a student will complete a project or assignment). Ask the instructors to help the students fill out the Power Plan (printed or on a computer). Emphasize the importance of using at least four positive statements for every correction or command when using the Power Plan so students will come to enjoy using it. Here's an example for a science project:

Goal: Complete your science project.

Why: Science is interesting and fun. Doing a science project helps you learn how to complete larger, longer-term projects.

Plan A:

1. Come up with a practical idea for your project.
2. Talk to your teacher about your idea.

3. Plan out the different parts of the project.
4. Split up the parts so you complete one part each day.

Plan B: If you get stuck, talk to your teacher about plans for how to get the project done.

Check: Did you reach your goal? Did you work on and complete your science project?

CHECK: How are my students doing?
Do I need to make any adjustments for the next class?

See [Appendix A](#) for a list of questions to guide your self-reflection and refer to the Troubleshooting section ([Appendix B](#)) to address common problems or any challenges that may have arisen with the curriculum.

DAILY SELF-AWARENESS RATING: UNIT 2

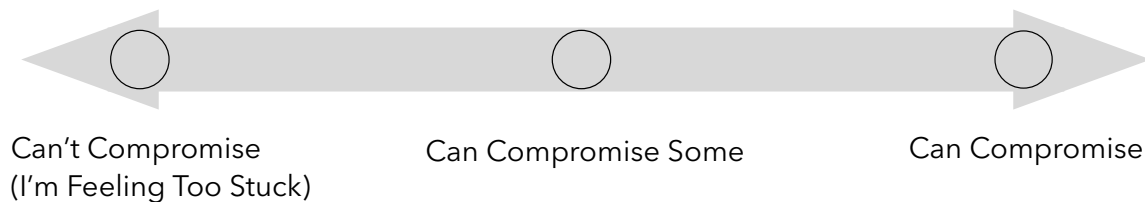
NAME: _____

Executive Function Skills

Flexibility + Big Picture Thinking + Goals and Planning = POWER

1. How much do you think you can compromise today?

Mark an X on the arrow to show how you feel today:



2. Which executive function skills do you plan to use today? (Check all that apply.)

Making Plan Bs when Plan As don't work

Focusing on the big picture (instead of being stuck on details)

Being flexible

Using coping strategies and flexible thinking if needed

Compromising

HOME EXTENSION FOR TOPIC 2.1: COMPROMISING IS A WIN-WIN

In this topic, students learned why compromising is useful and were taught four ways that people can compromise so that everyone gets some of what they want.

Key Vocabulary/skills:

Compromise or Win-Win Compromise

How to Compromise (Four Ways):

1. Each Gets Part
2. Combine Ideas
3. Take Turns
4. Do Something Different You Both Like

When you don't agree about something...

4 Ways to Compromise

EACH GETS PART	COMBINE IDEAS	TAKE TURNS	SOMETHING DIFFERENT YOU BOTH LIKE
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For example:

"I want chocolate cupcakes!" vs "I want vanilla ice cream!"

Example Compromises

EACH GETS PART: Small cupcake & ice cream	COMBINE IDEAS: Vanilla cupcakes	TAKE TURNS: Cupcakes today, ice cream tomorrow	SOMETHING DIFFERENT YOU BOTH LIKE: Chocolate chip cookies
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4 Ways to Compromise

EACH GETS PART 	COMBINE IDEAS 	TAKE TURNS then	SOMETHING DIFFERENT YOU BOTH LIKE
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How to use the Key Vocabulary:

Compromise is an easy word to use on a daily basis and is probably already common in your vocabulary. Remember that compromise is a way for both people to get part of what they want. One example discussed in the class was the following:

Two brothers are at the grocery store with their mom, who says, "The two of you can pick out dessert for after dinner tonight." One brother wants chocolate cupcakes, but the other brother wants vanilla ice cream. Here are a few examples of win-win compromises they could come up with:

- **Each Gets Part:** Have a small chocolate cupcake and a little vanilla ice cream.
- **Combine Ideas:** Get vanilla cupcakes.
- **Take Turns:** Respectfully convince mom to let them pick two desserts: chocolate cupcakes for tonight, and vanilla ice cream for tomorrow night.
- **Do Something Different You Both Like:** Get chocolate chip cookies instead!

HOME EXTENSION FOR TOPIC 2.1: COMPROMISING IS A WIN-WIN

1. Apply these compromise options to situations that come up in your everyday life and discuss them with your child. For example, if you and a family member want to watch different things on TV, you can discuss how compromise is a way for everyone to get a little of what they want and take turns or watch a third option instead. Mention that compromise is a powerful flexibility skill.

2. Ask your child to help you come up with Compromise options when you want something different from someone else. For example, suppose you want Indian food and your friend/partner/spouse wants Italian food. Can your child come up with some possible compromises for the two of you? Make sure to provide praise for any attempts or ideas they offer.

TOPIC 2.2 Should I Compromise?

BIG PICTURE SUMMARY

In the previous topic, students learned how to **compromise** and what positive outcomes can result from successful compromise. Some students don't compromise enough (they are overly inflexible), and some students compromise too much (they are too accommodating). In this topic, students will use the **"Should I compromise?"** formula to decide when and when not to compromise. Students will practice gathering information about a situation and the other person's perspectives, and they'll use this information to weigh their options and make a decision about a compromise.

Key Things to Do Here are the two most important things to do in today's class:

1. Use this Key Vocabulary often and in fun and playful ways:

- ★ Executive Function Skills
- ★ Flexible
- ★ Plan A/Plan B
- ★ Be Kind to Yourself and Others
- ★ Should I Compromise?
- ★ Is it a Big Deal or a Little Deal (or a Medium Deal)?
- ★ Let it Go
- ★ Stick to Your Idea

2. Find ways to spontaneously model executive function skills (compromise, flexibility, and planning) at least once during class today. Make this fun and engaging! Use compromise, flexibility, and planning skills with your students to solve challenges that come up naturally or challenges that you've invented. For example: *"Oh no! A fire drill. This is definitely not a compromise situation. Let's go!"*



Educator Note

Remember, new Key Vocabulary is introduced throughout the curriculum. Although a specific list of Key Vocabulary is provided for each topic, continue to use and reinforce all the Key Vocabulary from the curriculum in your interactions with the students (in group/class, other classes, etc.).

Materials



- ★ [Unit 2 Daily Self-Awareness Rating](#) (worksheet copied for each student or found in the Student Workbook)

- PPT** ★ PowerPoint for Topic 2.2, projected
- ★ Power Equation Poster, posted
 - ★ Index cards (or half-sheets of paper): three for each student, for the “Should they compromise?” lightning round
 - ★ Power Level card, affixed to the bottom of the Power Arrow on the Power Equation Poster

EDUCATOR PLAN

Goal: Students learn to use the “Should I compromise?” formula to help them decide whether it’s best to compromise or not.

Why: Students with executive function challenges may struggle with knowing when to compromise. When students have this difficulty, they may be overly passive or too rigid, which can interfere with their ability to build relationships and may reduce their success in and satisfaction with social situations.

Plan: Do the following before class:

- ★ Post the Power Equation Poster and place the Power Level card at the bottom of the Power Arrow on the poster. Raise the Power Level card when students use executive function skills (i.e., compromise, flexibility, kindness, planning, or use coping strategies and flexible thinking if needed).
- ★ Project the PowerPoint for Topic 2.2.



POWER LEVEL: Remember to continue using the Power Level card. Focus on celebrating or noticing when the students are doing well. However, when you need to provide corrective feedback, it’s essential—and scientifically supported—to provide praise four times for every one instance of corrective feedback. Do NOT lower the Power Level card. Rather, help students notice that they are stuck and refer them back to the key executive function skills they have learned and the Power Equation. You might say, “*Our Power Level is **stuck**—let’s look at the Power Equation to see what we can do to get **unstuck**. I wonder if a **compromise** would help here.*”

CLASS LESSON PLAN

Slide 1: Power Plan

1. Ask students to fill out the [Unit 2 Daily Self-Awareness Rating](#) worksheet and review the Power Plan for Topic 2.2.

Slide 2: “Should I Compromise?” Formula

- 2a. Introduce the idea to the class that sometimes it is helpful to compromise, and other times it is helpful to stick to your idea or to let it go:**

“Last time we learned how to compromise. Compromising with another person can be very powerful, but it isn’t always best to compromise. Sometimes it’s best to stick to your first idea and not compromise with someone. And sometimes it’s best to let your idea go and not work out a compromise. You may need to talk it through to figure out if it’s better to compromise or not.”

- 2b. Explain that kindness, listening, and including others to talk it through can be helpful when people disagree.** Ask students to identify what skills might be helpful when two people do not agree. Explore what happens when people disagree about something and things get heated or intense—for example, people can get into arguments, hurt each other’s feelings, or fail to work out a solution, which means at least one person may not get anything they want instead of everyone getting some of what they want. It can also get in the way of gaining power and building relationships. Listening and being kind and respectful doesn’t mean giving in. In fact, being kind and listening usually helps others listen to *our* ideas better.

- 2c. Explain the “Should I compromise?” formula (referring to the PowerPoint).** Use the examples below or create your own examples to illustrate the steps of deciding whether or not to compromise (as indicated in the “Should I compromise?” formula).

- ★ **Don’t compromise; just let it go:** My friend wanted to see one movie, but I wanted to see a different movie. My friend had been waiting to see his movie for months, and I only sort of wanted to see my movie. It was a big deal to her; she said it was a 2 (in the “Should I compromise?” formula). It was only a 1 for me, so I let my idea go and we watched her movie. Because I let go of my idea, we didn’t need to come up with a Compromise.
- ★ **Don’t compromise, but instead stick to your idea:** A friend suggested that we go out for dinner, but I had to grade tests and didn’t have time to go out. It was a big deal for me. It was definitely a 2 (in the “Should I compromise?” formula). My friend wanted to go out to dinner, but he said we could go a different night. He said it was only a 1 for him, so I stuck with my idea of staying in and grading. I didn’t compromise because it mattered a lot more to me than to my friend.
- ★ **Examples of Compromise:** When we disagree and both care the same amount about our choices, then it can be helpful to compromise. If I care somewhat about my choice and you care somewhat about your choice, that means we are both 1s in the “Should I compromise?” formula and should try to compromise. If we both care a lot about our choices, that means we are both 2s in the “Should I compromise?” formula and should try to compromise.

Ask the class to come up with an example of a situation in which two people disagree but should compromise because they care the same amount about their choices (e.g., you and your friend wanted to see a different movie; you and your friend wanted something different for dinner).

Slide 3: Compromise Detective—Figuring Out When to Compromise

3. Discuss how to figure out how much a person cares about something (i.e., whether they are a 0, 1, or 2 in the “Should I compromise?” formula). How do you decide when to compromise? Review the following steps with the class, pointing to each step on the PowerPoint slide:
- ★ The first step is to get information about the situation (the first three boxes on the PowerPoint slide). Discuss the following steps with the class:
 - What is your original idea or preference? (What is your Plan A?)
 - How important is it to you to stick to your idea, or how much do you care about your Plan A? (Are you a 0, 1, or 2?)
 - **Listen:** What is the other person saying about their preference?
 - **Think:** What do you know about the other person’s feelings and preference? Does the other person understand your feelings and preference?
 - **Talk It Through:** Are there questions you can ask to help you understand what the other person wants or how much they care? Is there anything else you can tell the other person so that they understand what you want and how much you care?
 - Overall, using the listen, think, and talk it through steps, do you feel the other person is a 0, 1, or 2 about this (how strong is their preference for it)?
 - ★ The final step is to figure out whether you should compromise. Use the “Should I compromise?” formula to figure out who cares more (the fourth box on the PowerPoint slide). Discuss the following steps with the class:
 - **Compromise:** If you both feel roughly the same about the idea, a compromise is a good way to go.
 - **Let it go:** If the other person cares more than you do about the idea, you might want to let it go.
 - **Stick to your idea:** If you feel more strongly than the other person about the idea, it might make sense to stick to your idea.

Slide 4: Compromise Detective—Use the Listen, Think, and Talk It Through Steps to Figure Out How Much the Other Person Cares

4. Do a role-play based on the following scenario, acting out the role of Ethan. You’ll act it out twice, but how much Ethan cares is different each time.
- ★ The first time, act as though Ethan doesn’t really care so much about his preference (he’s a 0). Encourage students to be detectives and pay attention to what Ethan says to figure out how much Ethan cares. Ask a student to act out the part of the person who wants to play the video game, pretending to care somewhat (a 1). After you act out the scenario with the student, ask the class if they need more information and what questions they might ask. Once they have no other questions, ask how much Ethan cared about playing chess: a 0, 1, or 2? Ask students what helped them decide how much Ethan cared. Then tell them that you were trying to act out

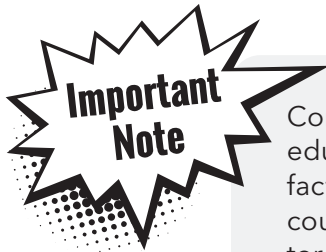
a 0. Ask the class to consider what should happen when Ethan is a 0 and the other person is a 1 (Ethan lets his choice go, and the other person sticks with their idea).

- ★ Repeat the same scenario acting out Ethan’s role as a 2 (cares a lot). Ask a student to act out the other person’s role as a 1 (cares somewhat) and repeat as above.

Slide 5: Important Times Not to Compromise

5. Explain to the class that there may be situations in which there is no safe compromise, and they should stick to their idea. For example:

- ★ You never have to compromise about being touched. If someone wants to touch you and you don’t want them to, do not compromise and do not allow it.
- ★ Others never have to compromise about being touched. If they don’t want to be touched, don’t push them to compromise and don’t touch them.
- ★ You should do what law enforcement officers or police tell you to do because it can be very dangerous if you don’t.
- ★ You should not share your personal information with strangers on the Internet. Be kind to yourself and protect your information even when they pressure you to compromise.



Consider any policies your school has regarding personal safety and health education as well as the needs of your group members. Depending on these factors, you can adjust the above items as needed to best fit your group. You could also collaborate with your school’s personal safety and health instructor to see how the concept of “times not to compromise” connects with their content.

Slides 6–9: “Should They Compromise?” Lightning Round Scenarios

6. Play a “Should they compromise?” lightning round. Hand out three index cards to each student and ask them to write a 0 on one, a 1 on another, and a 2 on the final card. Refer to the “Should I compromise?” formula (Slide 2), reminding students that 0 means “don’t really care, no strong preference,” 1 means “care somewhat,” and 2 means “care a lot, strong preference.” Tell students they will have 5 minutes to solve as many compromise situations as they can.

Start by reading the two-person scenario to the class. Then the students will vote by holding up the index card they feel best represents how much each person in the scenario cares (0, 1, or 2). Have them vote separately for each person in the scenario. You or a student should record the vote totals for each person in the scenario on the board. Write $<$, $=$, or $>$ between the numbers to show which person in the scenario cares more (e.g., $0 < 2$). You or the student writing on the board will break any ties. Once the equation is on the board, students discuss whether it’s a compromise situation or if either of the people should be flexible and give up their idea.

Here are a few lightning round scenarios:

- ★ (Slide 6): The teacher brings in donuts for the class because they have done a good job being flexible. Half the donuts are glazed, and the other half are jelly-filled. Just as David is reaching for the last jelly-filled donut, Maria says that she wants it. David stares at her with a serious look and says, "Sorry, I hate glazed donuts, but I love jelly-filled donuts. Could I have it?" Maria smiles and says she actually likes both.
- ★ (Slide 7): Ben tells his twin brother Tyrone that it is Tyrone's turn to walk the dog. Tyrone says he has a big test tomorrow and really needs time to study for it. Ben isn't that busy.
- ★ (Slide 8): The teacher tells her students that each of them has to pick an animal to write a report on, and Jamie calls out, "I want to write on sharks!" Greg's favorite thing in the whole world is sharks. He talks about them all the time and knows more about them than anyone. Greg says, "No! I really, really want to write about sharks."
- ★ (Slide 9): Sue and Arianna meet at lunch. Sue says, "Let's go to my house after school. I really want to show you my new model spaceship I got for my collection." Arianna says, "No, let's go to the park and play soccer. We need to get ready for the school tryouts." Sue leans in toward her friend and says, "We can do that tomorrow, come see my model spaceship today." Arianna wrinkles her forehead and says, "No, I have to babysit tomorrow."

Slide 10: Topic 2.2 Wrap-Up: Why Is It Important to Know When to Compromise?

10a. Ask students why it's important to know when to compromise. How can students use this skill to build power in their lives at school, at home, and in the future? Point to the Why section of the Power Plan and ask students to fill in the answer or just discuss. Prompt students to consider what happens if someone always gives in and lets go of their choice (they aren't being kind to themselves and risk getting mistreated by others, who may take advantage of them—i.e., get treated like a pushover or a doormat). What if someone never lets go of their idea (they aren't being kind to others and risk damaging their relationships and losing power)? What if someone doesn't know when to compromise?

10b. Send Home Extension for Topic 2.2 home with students or e-mail it to parents.

10c. Look for curriculum generalization opportunities in other classes. Ask your students' other instructors about whether they've had a chance to use the blank Power Plan with students for their individual work (e.g., making a plan for how a student will complete a project or assignment). Provide any necessary coaching to help instructors use the Power Plan with the students for planning out assignments or projects. Emphasize the importance of using at least four positive statements for every correction or command when using the Power Plan so students will come to enjoy using it. Here's an example for a book report:

Goal: Write your book report.

Why: It's a part of your grade for the class. Practicing your reading and writing are powerful ways to have more success in the future.

Plan A:

1. Choose the book that you're going to read. Ask your teacher if you need help deciding which book you'll read.
2. Read a chapter a day.
3. After you read each chapter, write three sentences about what happened in the chapter. Keep those notes in a notebook or in the same folder on your computer.
4. Once you're done with the book, use your notes from each chapter to help you write your book report.
5. Meet with your teacher before the book report is due to work on organizing and editing your writing.

Plan B: If you get stuck, talk to your teacher about how to get your book report done.

Check: Did you reach your goal? Did you work on and complete your book report?

CHECK: How are my students doing?
Do I need to make any adjustments for the next class?

See [Appendix A](#) for a list of questions to guide your self-reflection and refer to the Troubleshooting section ([Appendix B](#)) to address common problems or any challenges that may have arisen with the curriculum.

DAILY SELF-AWARENESS RATING: UNIT 2

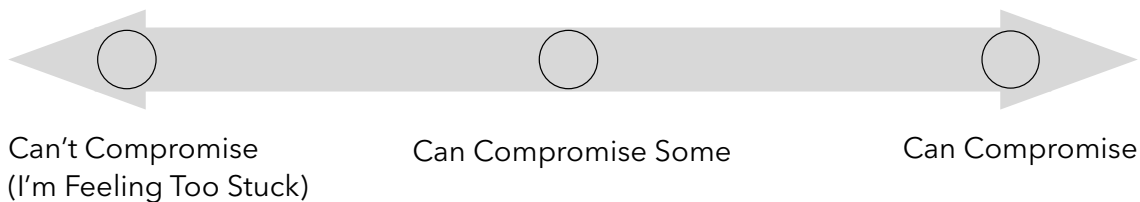
NAME: _____

Executive Function Skills

Flexibility + Big Picture Thinking + Goals and Planning = POWER

1. How much do you think you can compromise today?

Mark an X on the arrow to show how you feel today:



2. Which executive function skills do you plan to use today? (Check all that apply.)

Making Plan Bs when Plan As don't work

Focusing on the big picture (instead of being stuck on details)

Being flexible

Using coping strategies and flexible thinking if needed

Compromising

HOME EXTENSION FOR TOPIC 2.2: SHOULD I COMPROMISE?

In this topic, students used a simple method to decide when to compromise and when not to compromise.

Key Vocabulary/skills:

Plan A/Plan B

When to Compromise

Who Cares More?

Compromise (Plan B)

Let It Go

Stick to Your Idea

How to use the Key Vocabulary:

When talking about compromising, it can be helpful to attach numbers to how much people care about the particular situation. Follow these steps to help your child decide, "Should I compromise?":

Step 1: How big of a deal is this? How strong is your preference (0, 1, or 2)?

0 = Little deal, no strong preference

1 = Care a bit, some preference

2 = Big deal, strong preference

Step 2: What should we do? Should we compromise?

Person A cares more (Person A's preference number is higher) = Person A sticks with their idea. Person B lets go of their idea.

Person A and Person B care the same (preference numbers are the same) = **Compromise.**

Person B cares more (Person B's preference number is higher) = Person B sticks with their idea. Person A lets go of their idea.

Apply these steps to situations that come up in your everyday life and discuss them with your child. Use the numbers (0, 1, 2) to make your examples concrete for your child. Start by choosing a situation where you don't care too much, so you can let it go and your child can practice their compromising skills on something easy. Here's an example in which you and your child want different things for dinner:

Tell your child that you're thinking of making chicken for dinner and ask them what they feel like having. If they suggest pasta, you could ask, "How important is this to you: 0, 1, or 2?" Once your child answers, say that it matters less to you ("It's a little deal to me—that means 0"), so you're going to let go of the idea of making chicken for dinner and make pasta instead.

TOPIC 2.3 Try Out Your Compromise Skills

BIG PICTURE SUMMARY

In the previous two topics, students learned how and when to **Compromise**. To determine whether they should **Compromise** in a certain situation, they practiced gathering information to learn how strongly the other person feels about their choice or preferences. In today's topic, students will practice these skills using the compromise guide and work through compromise opportunities by playing a game called "The Compromiser."

Key Things to Do Here are the two most important things to do in today's class:

1. Use this Key Vocabulary often and in fun and playful ways:

- ★ Executive Function Skills
- ★ Flexible
- ★ Plan A/Plan B
- ★ Be Kind to Yourself and Others
- ★ Should I Compromise?
- ★ Is It A Big Deal or a Little Deal (or a Medium Deal)?
- ★ Let It Go
- ★ Stick to Your Idea
- ★ How to Compromise:
 - Each Gets Part.
 - Combine Ideas.
 - Take Turns.
 - Do Something Different You Both Like.



Educator Note

Remember, new Key Vocabulary is introduced throughout the curriculum. Although a specific list of Key Vocabulary is provided for each topic, continue to use and reinforce all the Key Vocabulary from the curriculum in your interactions with the students (in group, class, other classes, etc.).

2. Find ways to spontaneously model Executive Function Skills (**Compromise, Flexibility, and Planning**) **at least once during class today**. Make this fun and engaging! Use Compromise, Flexibility, and Planning skills with your students to solve challenges that come up naturally or challenges that you've invented. For example, "This morning, my

*friend wanted to stop and get donuts on the way to work, but I wanted to get to work early to get ready for the day. We had to figure out, 'Should We Compromise?' They cared a bit, but it was a **Big Deal** to me, and I cared a lot, so we **Stuck with My Idea**, and my friend **Let It Go**."*

Materials



- ★ [Unit 2 Daily Self-Awareness Rating](#) (worksheets copied for each student or found in the Student Workbook)



- ★ PowerPoint for Topic 2.3, projected
- ★ Power Equation Poster, posted
- ★ Power Level card. Affix the card to the bottom of the Power Arrow on the Power Equation Poster.
- ★ The Compromiser Scenario cards (found at the end of this topic), printed and cut out
- ★ Sticky notes or small pieces of paper

EDUCATOR PLAN

Goal: Using the "Should I compromise?" formula, students will apply their compromising skills in a role-playing game.

Why: Compromising may be difficult for people with executive function challenges because it requires understanding that giving in is not the same thing as being flexible so that you can achieve your goals and work with others. We are teaching it here as a systematic process that students can use. Learning to compromise will initially require practice during relaxed, low-pressure situations, until students develop their skills enough to use them in more challenging real-world scenarios.

Plan: Do the following before class:

- ★ Post the Power Equation Poster and place the Power Level card at the bottom of the Power Arrow on the poster. Raise the Power Level card when students use Power Skills, or **Executive Function Skills**, like when they **Compromise**, are **Flexible** or kind, show **Planning** skills, or manage their frustration and disappointment.
- ★ Project the PowerPoint for Topic 2.3.
- ★ Read through "The Compromiser" game instructions and consider the following:
 - "The Compromiser" game awards students group points for correct answers. Determine if this system will work for your group and think about how you would like the students to be able to redeem the points. For example, will students earn a minute of free time at the end of class for each point? Consider what your group finds especially important and motivating.
 - If your students have difficulty with role-playing or don't want to act for the game, you can be the actor. Alternatively, you can record the interactions ahead of time.



POWER LEVEL: Remember to continue using the Power Level. Focus on celebrating or noticing when the students are doing well, and when you need to provide corrective feedback, it's essential and scientifically supported to provide praise four times for every one instance of corrective feedback. The Power Level system helps you catch students doing well, particularly when they use the skills and Key Vocabulary taught in the curriculum. If students are struggling to use **Executive Function Skills**, you could state, "Our Power Level is **Stuck**—let's look at the Power Equation to see what we can do to get **Unstuck**."

CLASS LESSON PLAN

Slide 1: Power Plan

1. Ask students to fill out the [Unit 2 Daily Self-Awareness Rating](#) worksheet and review the Power Plan for Topic 2.3.

Slide 2: Review the "Should I Compromise?" Formula

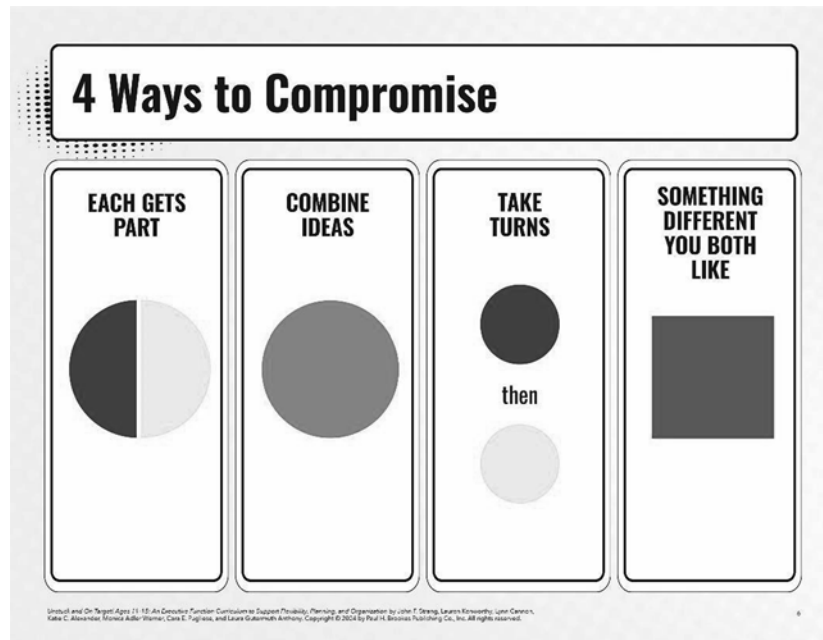
2. Review the steps of deciding whether to Compromise. (Reference the "Should I compromise?" formula.)
 - ★ You can make this a game by asking students to review the formula for 2 minutes and then covering up the slide (or switching to another slide) and asking them questions about the contents.
 - ★ Review how to use kindness, listening, and including others to talk it through when **Compromising** to increase the likelihood of others listening to your message.

Slide 3: Review the How to Compromise Visual

3. Review the four ways to Compromise. (Reference the How to Compromise visual.) You can make this a game by asking students to review the visual for 2 minutes and then covering up the slide and asking them questions about the contents.

Slide 4: Review the Graphic of the Four Ways to Compromise

4. Ask the class to consider how each of the four pictures on the Compromise graphic—that is, remind us of the related skills. For example, the green circle reminds us of **Combining Ideas** because it combines the yellow and blue colors. The red square reminds us of **Doing Something Different** because it is different than the yellow and blue circles.



Slide 5: “The Compromiser” Game Rules

5a. Introduce the rules to the game:

1. Select two students (or one educator and one student). Each of the players receives an actor’s card (i.e., Round 1, Actor A and Round 1, Actor B).
2. Players read their card, using the information on their card to help them determine how they are going to act out their scene (how strongly they feel about a situation).
3. Hand out sticky notes or small pieces of paper to the “audience” members.
4. The two actors take turns acting out the information on their card.
5. Thinking about how strongly each actor feels about their situation, audience members vote by writing down a number for each actor (0, 1, or 2) on their sticky note or paper.

Example:

Actor A	Actor B
0	2

6. Audience members reveal their votes.
7. Record their answers on the board. If the majority of students select the correct answers for Actors A and B, the class earns a point for each of them. A maximum of 2 points can be earned per round.
8. Based on the correct answer (e.g., Actor A = 0; Actor B = 2), students determine if Actor A should **Let It Go, Stick to Their Idea,** or **Compromise.**
9. If the majority of students select the correct outcome, the class earns a point.
10. If the numbers are equal, a **Compromise** is necessary. Each student (actors included) should think of a **Compromise** solution and share it with the class.

Each new idea for a **Compromise** earns the class an extra point, with the possibility of many points being earned if each student comes up with a different plausible **Compromise**.

5b. Ask follow-up bonus questions from the list below. Students can earn more extra points for the class by offering thoughtful answers.

- ★ What happens if your friend feels very strongly about every situation? Will you want to continue to hang out with that friend?
- ★ What happens if both people refuse to **Compromise** and insist on **Sticking to Their Ideas**?
- ★ What happens if you have a really good compromise strategy in a conflict situation, but you don't use **Executive Function Skills** (or Power Skills) to boost the Power Level?
- ★ What would happen to your ability to build relationships and increase your Power Level if you always **Stuck to Your Ideas**?
- ★ Are you more likely to want to hang out with someone who can be kind to themselves and others to **Compromise**, or someone who always insists on **Sticking to Their Idea**?

Slide 6: The Compromiser Game

6. Lead the students through three rounds of the game (as described above).

Slide 7: Topic 2.3 Wrap-Up: Why Are We Practicing Compromise?

7a. Ask students why we are practicing compromise. Point to the Why section of the Power Plan and ask students to fill in the answer or just discuss. Ask students to talk about which areas of their lives they can enhance with compromise skills and what kinds of power they can build by knowing when and how to compromise. Ask students what happens if someone is always a 2 about everything, meaning everything is a big deal to them. Explain how always being a 2 would make a person lose power and seem selfish.

7b. Send Home Extension for Topic 2.3 home with students or e-mail it to parents.

7c. Look for curriculum generalization opportunities in other classes. Check in with other educators to learn how they are using the Power Plan visual with students for group and individual work (e.g., making a plan for how to get a project or assignment done).

**CHECK: How are my students doing?
Do I need to make any adjustments for the next class?**

See [Appendix A](#) for a list of questions to guide your self-reflection and refer to the Troubleshooting section ([Appendix B](#)) to address common problems or any challenges that may have arisen with the curriculum.

DAILY SELF-AWARENESS RATING: UNIT 2

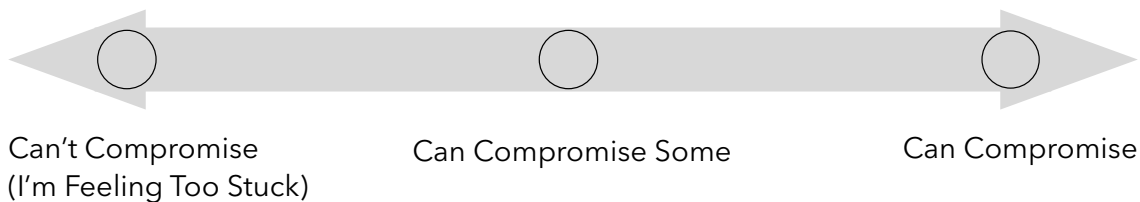
NAME: _____

Executive Function Skills

Flexibility + Big Picture Thinking + Goals and Planning = POWER

1. How much do you think you can compromise today?

Mark an X on the arrow to show how you feel today:



2. Which executive function skills do you plan to use today? (Check all that apply.)

Making Plan Bs when Plan As don't work

Focusing on the big picture (instead of being stuck on details)

Being flexible

Using coping strategies and flexible thinking if needed

Compromising

HOME EXTENSION FOR TOPIC 2.3: TRY OUT YOUR COMPROMISE SKILLS

In this topic, students continued to practice the skills of deciding when to compromise and how to compromise.

Key Vocabulary/skills:

How Important Is This to You?

When to Compromise?

How to Compromise?

How to use the Key Vocabulary:

If you see something on TV or hear something on the news, or your child is talking about something that is going on at school, use one of the following discussion questions to start a conversation with your child about the importance of compromise:

What happens if both people refuse to compromise and insist on sticking to their ideas? Think about sports stars' contracts, world leaders, local politicians, or your co-workers.

Are you more likely to want to hang out with someone who can flexibly make compromises or someone who always insists on sticking to their idea? Use examples from your family or your child's social group. Think about people who are easy or difficult to get along with (friends, neighbors, family, teachers). Be careful not to let the conversation get too negative.

Round 1, Actor A

I love soccer. In fact, if I could do one thing all day, every day, I would play soccer. All of my friends know I love soccer because I talk about it all of the time. My friend who will be going outside with me today also likes soccer. He mentioned that he learned to play basketball over the weekend. I can't wait to play soccer after school today.

My Plan A: to play soccer

I feel like a: 2

Round 1, Actor B

I just learned how to play basketball. I wanted to learn after I went to a game with my dad. I think it might be fun to play after school today. I love all sports, though, so I would be cool with playing anything. I'll be going outside today with my friend who loves soccer. He talks about it all of the time and plays it almost every day.

My Plan A: to play basketball

I feel like a: 1

Round 2, Actor A

I am starving! I can't wait to have a snack after school. Maybe my mom will stop at a restaurant with us. A milkshake and fries sounds really good right now. The more I think about it, the hungrier I get!

My Plan A: to go to a restaurant

I feel like a: 1

Round 2, Actor B

I am going home with my good friend today. I am pretty hungry but I don't really want to go to a restaurant. I think I'd rather get something to eat at home.

My Plan A: eat at home

I feel like a: 1

Round 3, Actor A

I love to play video games when I get home. I am working really hard to beat my last level, and I really want to play before I start my homework. It is really important to me to have some time playing the game.

My Plan A: to play video games after school.

I feel like a: 2

Round 3, Actor B

My cousin just lent me the movie I have been wanting to see more than anything. I am going home with my friend after school and can't wait to watch the movie with him. It's going to be so great, and I don't think I can wait any longer.

My Plan A: to watch my new movie

I feel like a: 2

TOPIC 2.4 Plan Another Special Event Together Using Compromise Skills (Two Sessions)

BIG PICTURE SUMMARY

In [Topic 2.4](#), students will have an opportunity to practice using their compromise skills as they plan a second event (the first event was the [Unit 1](#) party). The [Unit 2](#) event should be something more meaningful than the party; it will help students tap into their desire to have the power to make the world, their school, or their lives a little better.

Key Things to Do (This topic will likely take two class periods)

Here are the two most important things to do in today's class:

1. Use this Key Vocabulary often and in fun and playful ways:

- ★ Executive Function Skills
- ★ Plan A/Plan B
- ★ Be Kind to Yourself and Others
- ★ How Long Should I Be Disappointed?
- ★ Should I Compromise?
- ★ Is It a Big Deal or a Little Deal (or a Medium Deal)?
- ★ How Important Is This to You?
- ★ Let It Go
- ★ Stick to Your Idea
- ★ How to Compromise:
 - Each Gets Part.
 - Combine Ideas.
 - Take Turns.
 - Do Something Different You Both Like.
- ★ Stuck on a Detail



Educator Note

Remember, new Key Vocabulary is introduced throughout the curriculum. Although a specific list of Key Vocabulary is provided for each topic, continue to use and reinforce all of the Key Vocabulary in the curriculum in each topic and all interactions with the students (in group, class, other classes, etc.).

2. Find ways to spontaneously model executive function skills (compromise, flexibility, and planning) at least once during class today. Make this fun and engaging! Use

compromise, flexibility, and planning skills with your students to solve challenges that come up naturally or challenges that you've invented.

Special instructions for today's class:

- ★ Decide on the framework for the [Unit 2](#) event. How much money, if any, is available to spend on the event? Do you want to provide students with a few ideas for the type of event it could be (e.g., party, cooking, craft, public service activity, game day)?
- ★ If you think your students might have difficulty letting go of an idea they come up with for the event, have a positive reinforcement system set up for those students who can let go of an idea (e.g., a ticket for a turn in a prize bag or a minute of free time).

Materials



- ★ [Unit 2 Daily Self-Awareness Rating](#) (worksheets copied for each student or found in the Student Workbook)

- ★ Whiteboard, chart paper, or projected board to write down student ideas for possible activities



- ★ PowerPoint for Topic 2.4, projected
- ★ Power Equation Poster, posted
- ★ Power Level card. Affix to the bottom of the Power Arrow on the Power Equation Poster.
- ★ Optional: Courtroom imagery to get the students excited about putting plans on trial (a gavel, a judge's robe, images of popular courtroom TV shows)

EDUCATOR PLAN

Goal: Use the how to compromise visual and "Should I compromise?" formula to plan a special class event.

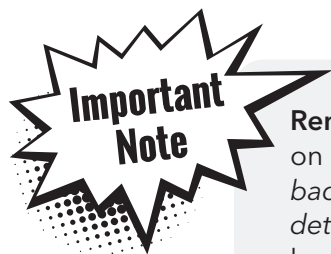
Why: Practicing compromising and planning together helps students integrate their social and executive function skills.

Plan: Do the following before class:

- ★ Post the Power Equation Poster and place the Power Level card at the bottom of the Power Arrow on the poster. Raise the Power Level card when students compromise, are flexible or kind to themselves or others, show planning skills, or use coping strategies and flexible thinking if needed.
- ★ Project the PowerPoint for Topic 2.4.



Blank Power Plan: For topics that require the class to plan an event, the Power Plan visual is blank and will be filled in during the planning process. Explain to the students that because they are now doing the planning, they will fill in the Power Plan themselves (or with your support). You may still wish to review today's schedule/plan at the beginning of class.



Remember to Use the Stuck on a Detail Routine: When discussions get stuck on specific off-topic details, ask: “Do we want to get stuck on that detail or get back to the big picture?” or “How long should we be stuck on that interesting detail?” See [Topic 1.1](#) for an explanation of how to use a stopwatch to time how long the class wants to be stuck (30 seconds or 1 minute). Also consider using the how long should we be frustrated/disappointed routine, always with empathy and patience, as described in [Topic 1.5](#).



Power Level: Remember to continue using the Power Level card. Focus on celebrating or noticing when the students are doing well. However, when you need to provide corrective feedback, it’s essential—and scientifically supported—to provide praise four times for every one instance of corrective feedback. Do NOT lower the Power Level card. Rather, help students notice that they are stuck and refer them back to the key executive function skills they have learned and the Power Equation. You might say, “Our Power Level is **stuck**—let’s look at the Power Equation to see what we can do to get **unstuck**. I wonder if a **compromise** would help here.”

CLASS LESSON PLAN

Slide 1: Blank Power Plan

- 1a. Ask students to fill out the [Unit 2 Daily Self-Awareness Rating worksheet](#). Point to the Power Plan and explain that it is blank today because the class will be doing the planning themselves:

“Today is the day we will set our goal for a special event. We will use our compromise skills so we can pick a goal for the event together. Your job today is to figure out the Goal, the Why, and the Plan for our special event. Then we’ll have the event on another class day.”

- 1b. Review the steps of deciding whether to compromise (reference the [how to compromise](#) and the “Should I compromise?” formula/visual [Slide 2]). Make this a game to encourage participation. For example, for each question the group answers, they earn 25 cents toward the party/event expenses. Review the following questions and discussion starters with the class:
- ★ Name all of the compromise strategies.
 - ★ Tell us about a situation in which you had to think about compromising.
 - ★ What happens if everyone feels like a 2?

- ★ What happens if everyone feels strongly about every choice?
- ★ If I feel strongly and you feel strongly, we need to come up with a ____?
- ★ If I feel strongly and you feel strongly and we don't come up with a compromise, what will happen?
- ★ If I don't care and you care a lot, what should I do?

1c. Tell students they will be using their compromise skills to plan a big picture goal for the special event.

- ★ **Have the class brainstorm different possible events and record the ideas on the board.** Provide structure by suggesting ideas for the event, like a public service project, a field trip, or a larger party for a special teacher. Let students know if there is a budget and remind them to only make suggestions that cost little to no money (i.e., make your own decorations, free entertainment like a video or board game). Tell students they are going to have the opportunity to share how strongly they feel about a particular idea for the event and why, using the 0, 1, 2 scale.
- ★ **Because an abundance of 2s can lead to challenges, encourage the class to aim for 0s and 1s when possible.** Remind students that if they don't feel too strongly about an idea or if everyone agrees on an item, it allows us to move along more quickly and have more fun. Remind students that more extreme feelings are okay from time to time, but if you are always a 2, it could get in the way of boosting power and building relationships. Reward students for expressing moderate interests (0s or 1s) and for making flexible statements (e.g., *"I want to do X, but I'm open to other ideas"*) by raising the Power Level card and offering praise. Consider using flexibility prompts such as *"I know you feel really strongly. What would help you feel a little less strongly about this?"*
- ★ **One veto per student is allowed.** Some students may have incredibly strong feelings about certain suggestions (e.g., playing laser tag might be overwhelming for a student with sensory processing issues). Honor these strong feelings by giving each student one veto that allows them to remove an idea from the board, either because they feel strongly about not wanting to do it or because they simply cannot do it. Explain to the students that it's okay to have strong feelings occasionally and that your friends will be flexible about this as long as you don't always insist on your own preferences.

Here are a few educator prompts to support your students' planning. Be careful not to direct these prompts toward a specific student or in a blaming way:

- ★ *"What happens to your power if you insist on your own way for every item?"*
- ★ *"Is this an event for just you, or is this an event for the whole group?"*
- ★ *"Do you have to give a suggestion for every category?"*
- ★ *"What happens if we get stuck on every item and we run out of time to plan for the event?"*
- ★ *"Are you more likely to want to hang out with someone who includes others and can make compromises or someone who continuously insists on sticking to their idea without including others' ideas or preferences?"*
- ★ *"What can you do to help move this process along?"*


Present all of the group’s ideas, asking the students to use the 0, 1, 2 scale to identify how strongly they support each idea and why. This will allow students to practice listening to and understanding each other’s preferences. Write down key information on the blackboard or whiteboard, as shown in this example:

Event Activity	Asaad	Kim	Olivia	Total
Throw a party for a special teacher	2	0	2	
Clean up a playground	0	2	1	
Watch a movie about the Earth	0	1	0	

Remind students that if the class cares the same amount (has matching scores) for two or more ideas, they can decide to compromise so each gets part of what they want. Students can use compromise options from the How to Compromise visual.

After students rate how strongly they feel about each option (using the 0, 1, 2 scale), add the numbers and see which options have the highest scores. Then ask the class to use the compromise strategies (each gets part, combine ideas, take turns, or do something different you both like) to develop a final goal for the event.

Example:



Event Activity	Asaad	Kim	Olivia	Total
Throw a party for a special teacher	2	0	2	4
Clean up a playground	0	2	1	3
Watch a movie about the Earth	0	1	0	1

You can say something like: *“Our top choices are throwing a party and cleaning up the playground. It looks like there is a little more interest in the party. Should we go with the party, or should we compromise?”* If the class decides to compromise, have them use the How to Compromise visual (from [Topic 2.1](#) or [2.3](#)) to select the winning event. Type (or have students type) the finalized event goal into the blank Power Plan. Be sure to praise the students for using compromise skills to decide on the goal, raising the Power Level card when possible.

1d. Next, the class should decide on the steps of the plan to achieve their goal. The plan will consist of the various steps necessary for the event to happen and be successful. You might want to come up with categories before you start the brainstorm to help focus the students. For example, if they choose to throw a party, then help the class brainstorm the necessary parts of a party: decorations, food, entertainment, etc. Follow a similar procedure as above with each category, starting with brainstorming, any vetoes, rating (0, 1, 2) how strongly they like each choice, deciding based on the sum of the ratings, and compromising if two choices are close. Remind the students that strong feelings about every choice (ratings of 2) can get in the way of boosting our Power Level and sometimes our ability to build relationships.

1e. Put the plan for the special event on trial (see Slide 3; same procedures as in [Topic 1.5](#)). Here’s a sample script you can use:

“Let’s check our plan by putting it on trial. Will we reach our goal? Did we come up with a good plan for reaching our goal? While we’re checking our plan, let’s make sure

to use flexibility skills and be kind to ourselves and others, so everyone is included. Let's see if the plan works, or if there are any problems we need to fix."

Create a courtroom feel with courtroom visuals and, if the class wants to, a judge and jury. Have the students go through each step of the plan and put a check in the Check column if the step is good or place an X next to any step that needs to be reworked. As the class evaluates each step of the plan, you can ask for classroom volunteers to act out each step. Encourage the students to come up with another idea for steps they feel should be improved.

Praise the students for their flexibility, planning, and checking, raising the Power Level card each time. Explain to the class:

"When we put a plan on trial, we make our plan better because we find all of the problems and fix them. Next class, we get to celebrate with the wonderful event you planned."

- 1f. Ask students to think of a way to keep track of the plan for the special event, so they don't lose or forget it (e.g., copy it down, take a picture of it, save it on the computer, write it on the board where it won't be erased).** Say to the class:

"How can we keep track of our great plan so we don't lose or forget it? Next class we'll need to have the plan ready so we can do our special event. So what are some ways we can keep track of our plan?"

- 1g. Ask students why we planned an event using compromise and put that plan on trial.** Point to the Why section of the Power Plan and ask students to fill in the answer or just discuss. Gently lead the discussion to focus on how planning and checking our plan help us gain more power. Make sure to affirm the variety of thoughts and opinions the students give so all of your students hear their successes and areas of strength reflected back to them. Praise and reinforce their persistence and problem solving.

- 1h. Send Home Extension for Topic 2.4 home with students or e-mail it to parents.**

- 1i. Look for generalization opportunities in other classes.** Discuss with other educators how hard it can be for students to check their work. Describe how the students in your group have been practicing the skill of checking by putting their plan on trial. Explain that the trial imagery makes checking more playful and enjoyable. Ask educators to consider using the plan on trial Key Vocabulary to reinforce the students as they check their work. For example, if a student has written a paragraph, they can check it or put it on trial to look for errors.

**CHECK: How are my students doing?
Do I need to make any adjustments for the next class?**

See [Appendix A](#) for a list of questions to guide your self-reflection and refer to the Troubleshooting section ([Appendix B](#)) to address common problems or any challenges that may have arisen with the curriculum.

DAILY SELF-AWARENESS RATING: UNIT 2

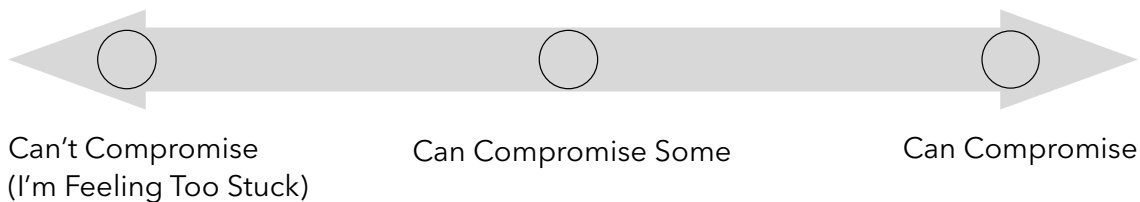
NAME: _____

Executive Function Skills

Flexibility + Big Picture Thinking + Goals and Planning = POWER

1. How much do you think you can compromise today?

Mark an X on the arrow to show how you feel today:



2. Which executive function skills do you plan to use today? (Check all that apply.)

Making Plan Bs when Plan As don't work

Focusing on the big picture (instead of being stuck on details)

Being flexible

Using coping strategies and flexible thinking if needed

Compromising

HOME EXTENSION FOR TOPIC 2.4: PLAN ANOTHER SPECIAL EVENT TOGETHER USING COMPROMISE SKILLS

In today's topic, students continued to practice their compromise skills by planning a special event together.

Key Vocabulary/skills:

Plan A/Plan B

Flexible Thinking

Compromise

Stuck on a Detail

Big Picture

Checking the Plan

How to use the Key Vocabulary/skills:

1. Ask your child to tell you what they've learned in group about the power of compromising. Ask about the event the class planned. Is your child excited about getting to plan a group event?
2. Have you, as an adult, ever had to make compromises when planning an event? Think of events like birthday parties, family holiday gatherings, and weddings.
 - Tell your child about why it was important to compromise and how things worked out for the better because you did.
 - You can also talk about a time when you didn't compromise and regretted it.
 - Try to avoid talking about a time when you compromised but it didn't work. Save that conversation for another time.

TOPIC 2.5 The Special Event

BIG PICTURE SUMMARY

In [Topics 2.1-2.4](#), students learned how and when to compromise. They had opportunities to practice their compromise skills using kindness and flexible thinking. Students also practiced the planning and big picture skills first taught in [Unit 1](#) (the stuck on a detail routine, using coping strategies and flexible thinking when needed, Goal-Why-Plan-Check, putting your plan on trial). Now, in [Topic 2.5](#), students will enjoy the special event they planned. There may be a need for some flexibility—and opportunities for Plan Bs—during today’s event.

Key Things to Do Here are the two most important things to do in today’s class:

1. Use this Key Vocabulary often and in fun and playful ways:

- ★ Executive Function Skills
- ★ Plan A/Plan B
- ★ Be Kind with Yourself and Others
- ★ Use Coping Strategies and Flexible Thinking if Needed
- ★ Should I Compromise?
- ★ Is It a Big Deal or a Little Deal (or a Medium Deal)?
- ★ How Important Is This to You?
- ★ Let It Go
- ★ Stick to Your Idea
- ★ How to Compromise:
 - Each Gets Part.
 - Combine Ideas.
 - Take Turns.
 - Do Something Different You Both Like.
- ★ Stuck on a Detail?

2. Find ways to spontaneously model executive function skills (compromise, flexibility, and planning) at least once during class today. Make this fun and engaging! Use compromise, flexibility, and planning skills with your students to solve challenges that come up naturally or challenges that you’ve invented. For example:

“Last night my partner and I couldn’t agree on what ice cream to get at the store. I wanted chocolate, and they wanted mint chocolate chip. I asked them whether they were a 0, 1, or 2. They don’t like chocolate at all, so they chose 2. I like both, so I chose 1 and decided to let it go. We got mint chocolate chip, watched a movie, and had a good time together.”

Special instructions for today's class:

1. Decide if students will do any of the preparations for the event (such as deciding when the event will be held and what materials you'll need).
2. Some students may have certain expectations for what a special event will be like. To help manage expectations for students, provide them with a framework for this event (this will vary based on the type of event you are having). Think about what might pose a problem and help them manage their expectations and understand that they can still have a good time by using flexible thinking and compromise. Here are some examples of what you might say to the class:
 - *"Are you up for a flexibility challenge today?"*
 - *"All parties are different, and there's a chance we won't be able to finish the video during our event."*
 - *"If the decorations don't look exactly like you envisioned them, can we still have fun?"*
 - *"Disappointment is an important feeling. How long should we be stuck on it? How should we let go of disappointment and move on?"*

Materials

- ★ [Unit 2 Daily Self-Awareness Rating](#) (worksheets copied for each student or found in the Student Workbook)



- ★ PowerPoint for Topic 2.5, projected
- ★ Power Equation Poster, posted
- ★ Power Level card, affixed to the bottom of the Power Arrow on the Power Equation Poster
- ★ Optional: Camera or video-recording device

EDUCATOR PLAN

Goal: Have a successful second event.

Why: These events are important for the students to feel connected and practice the skills in ways that allow them to generalize their new skills outside the classroom.

Plan: Do the following before class:

- ★ Post the Power Equation Poster and place the Power Level card at the bottom of the Power Arrow on the poster. Raise the Power Level when they compromise, are flexible or kind, show planning skills, or use coping strategies or flexible thinking if needed.
- ★ Project the PowerPoint for Topic 2.5.
- ★ If appropriate, you may want to record or take pictures of today's event so during the next class you can review with students all of the skills they used and challenges they faced during the event.

CLASS LESSON PLAN

Slide 1: The Power Equation

- 1a. Ask students to fill out the [Unit 2 Daily Self-Awareness Rating](#) worksheet.
- 1b. **Remind students that today is the special event they planned.** Refer to the Power Equation and brainstorm with the students what they need to do to make this a successful event.

Slide 2: Blank Power Plan

- 2a. **Have the class help you recreate the plan for today's event on the blank Power Plan.**

"We are about to have our special event! That's what today is all about—celebrating your goal setting and planning for the special event! Let's start out by remembering our goal and plan. You had a strategy for remembering the plan for our special event. What was it?"

Praise the class for any strategies they used for remembering their plan for the special event from last class (e.g., writing it down, taking a picture). If necessary, help them remember and clarify any confusion about the plan. Have the students enter the goal and plan in the blank Power Plan. Review the plan for the special event with the class.

During the event, remember to praise individual students for all of the power and executive function skills they use, raising the Power Level up a bit. For example, if a student is flexible and lets go of their idea because others have another plan they feel strongly about (a level 2), praise the student for their flexibility and raise the Power Level card. Also, there may be opportunities during today's event for students to compromise using one of the four compromise strategies (each gets part, combine ideas, take turns, do something different you both like).

- 2b. **Discuss why the class learned about compromise as a way to plan an event.**
- 2c. **Send Home Extension for Topic 2.5 home with students or e-mail it to parents.**
- 2d. **Look for generalization opportunities in other classes.** Continue the discussion with educators about students checking their plans and work or putting them on trial. Encourage educators to use these terms. Remind educators that the Power Plan has a Check column (a visual support/reminder for checking) and remind them to use the Power Plan visual (Goal-Why-Plan-Check) with the students to help complete and check their projects and assignments.

CHECK: How are my students doing?
Do I need to make any adjustments for the next class?

See [Appendix A](#) for a list of questions to guide your self-reflection and refer to the Troubleshooting section ([Appendix B](#)) to address common problems or any challenges that may have arisen with the curriculum.

DAILY SELF-AWARENESS RATING: UNIT 2

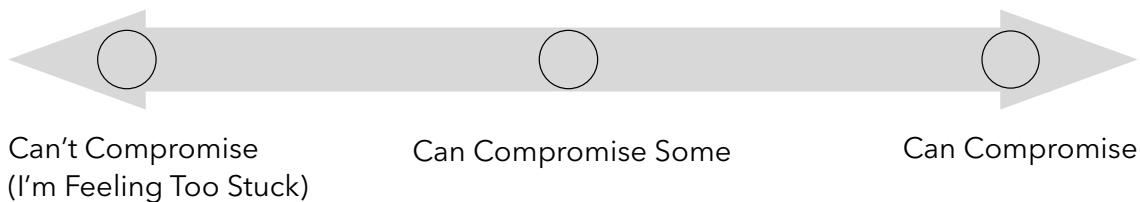
NAME: _____

Executive Function Skills

Flexibility + Big Picture Thinking + Goals and Planning = POWER

1. How much do you think you can compromise today?

Mark an X on the arrow to show how you feel today:



2. Which executive function skills do you plan to use today? (Check all that apply.)

Making Plan Bs when Plan As don't work

Focusing on the big picture (instead of being stuck on details)

Being flexible

Using coping strategies and flexible thinking if needed

Compromising

HOME EXTENSION FOR TOPIC 2.5: THE SPECIAL EVENT

In today's topic, students enjoyed a special event that they planned during the last class. This project gave them an opportunity to celebrate the power of using their goal setting, planning, flexibility, big picture thinking, and compromise skills.

Key Vocabulary/skills:

Goal

Plan

Plan A/Plan B

Compromise (When We Disagree, Figuring Out How We Can Both Get Some of What We Want)

How to use the Key Vocabulary/skills:

1. Ask your child to explain to you how the event in today's group session went. Did everything go as your child expected? Were people flexible?
2. Pick a time this week when you are planning to do something with your child (going somewhere special, making dinner, etc.). Help them make predictions about what could go wrong and how to handle challenges using flexibility and planning. Here are a few examples of what you might say to your child:

"Is there a chance that I might burn dinner? What will we eat if I do?" (Be flexible; try a Plan B; let go of being disappointed.)

"Is there a chance that you won't get to school on time today? What will we do if you are late?" (Be flexible and try a Plan B—write a note; let go of being upset.)

"Is there a chance that the store will be out of _____? What should be our Plan B?"

TOPIC 2.6 Reviewing the Special Event

BIG PICTURE SUMMARY

In [Topic 2.5](#), students celebrated their special event—a sign of their success with setting a goal, compromising, and planning. In this topic, the class will review the event from last session, identifying all of the skills they used during the event.

Key Things to Do Here is the most important thing to do in today's class:

Use this Key Vocabulary often and in fun and playful ways:

- ★ Executive Function Skills
- ★ Flexible
- ★ Unstuck
- ★ Plan A/Plan B
- ★ Be Kind to Yourself and Others
- ★ Goal
- ★ Plan
- ★ Putting Your Plan on Trial (Checking Your Plan)
- ★ Use Coping Strategies and Flexible Thinking if Needed
- ★ Should I Compromise?
- ★ Is It a Big Deal or a Little Deal (or a Medium Deal)?
- ★ Let It Go
- ★ Stick to Your Idea
- ★ How to Compromise:
 - Each Gets Part.
 - Combine Ideas.
 - Take Turns.
 - Do Something Different You Both Like.
- ★ Stuck on a Detail?
- ★ Big Picture

Materials



- ★ [Unit 2 Daily Self-Awareness Rating](#) (worksheets copied for each student or found in the Student Workbook)

PPT

- ★ PowerPoint for Topic 2.6, projected
- ★ Power Equation Poster, posted
- ★ Power Level card, affixed to the bottom of the Power Arrow on the Power Equation Poster
- ★ Video or pictures from the special event (if recorded during last class)

EDUCATOR PLAN

Goal: Students will reflect on the special event from last class, considering what executive function and power skills they used during the event and areas to improve on in the future.

Why: Self-reflection is an important skill for growth. Today's reflection on the last group's event provides the students an opportunity to remember what skills they used and to consider what skills they might continue to practice moving forward.

Plan: Do the following before class:

- ★ Post the Power Equation Poster and place the Power Level card at the bottom of the Power Arrow on the poster.
- ★ Project the PowerPoint for Topic 2.6.
- ★ For today's class, consider writing all of the Key Vocabulary and phrases from the list above on the board. Or you can use the list on the second PowerPoint slide if you are not using the screen to show video or pictures from the special event.
- ★ If pictures or videos were taken during the special event, you can review them before class to highlight certain photos or clips that show students using executive function and power skills. Try including a few examples of challenges that came up during the special event so the students can think through what they might do differently next time.
- ★ If no pictures or videos were taken of the special event, consider writing on the board an outline of key moments from the event that highlight various skills the students used and challenges they faced. This outline can help prompt the students to remember the event with greater clarity and meaning.

CLASS LESSON PLAN

Slide 1: Power Plan

1. Ask students to fill out the [Unit 2 Daily Self-Awareness Rating worksheet](#). Review the Power Plan for Topic 2.6.

Slide 2: Review the Special Event

2. **Review the special event from last class, having the class circle (or highlight) each of the skills they used from the Key Vocabulary list.** If video or pictures were taken of the special event, review them one at a time with the class—or, using the outline on the board, have the class recall key moments from the event from memory. For each photo, ask the students to consider which skills and Key Vocabulary they used (or could have used). For example, while watching the video, freeze-frame to make comments and ask questions:

“What skill is Jack using here? That’s right—he showed flexibility by coming up with a Plan B when the music wouldn’t play.”

“Dashawn, you did a nice job managing disappointment there. I could tell that was disappointing, but you stayed calm. Can anyone identify which power skills Dashawn was using?”

Encourage students to lead the discussion and see how many of the skills they can identify. Make sure to focus on the students’ successes and the challenges that they successfully faced. Ask them to consider which Key Vocabulary and skills they could do a better job with next time.

Slide 3: Preparing for Unit 3: Beginning to Think About a Longer-Term Group Goal

3. **Tell the class they will have the chance to plan for a longer-term goal.** The students can begin to brainstorm possible goals at the end of today’s class. The Unit 3 goal should be larger in scope and more meaningful than the special event they celebrated last class. Many classes decide to focus on a goal that aims to make the world a better place. Altruistic goals may be highly motivating for students and engage them at a deeper level than a simple party. For example, some groups have planned a public service project or a field trip, planted a school garden, made care packages for overseas active-duty military, and created presentations about how to support the environment. Explain to the students:

“Next class we will be thinking about a longer-term project goal. We will have more time to plan this project. This could be something that makes a difference in the world. For example, [give examples of possible types of projects]. Do you want to brainstorm a few ideas for possible projects and then we can think more about them next class?”

Keep a copy of any ideas they come up with for use in the next class.

Slide 4: Topic 2.6 Wrap-Up: Why Are We Practicing Goal Setting and Planning?

- 4a. **Ask students why planning events together is good practice for the future.** Point to the Why section of the Power Plan and ask students to fill in the answer or just discuss. Ask students to think about what they are learning from planning events together. Discuss what kinds of power they can gain by setting a goal and making plans to reach the goal.

4b. Look for generalization opportunities in other classes. Continue to encourage your students' other educators to use Key Vocabulary from the Executive Function Skills List (found at the end of [Topic 1.1](#)). If educators have misplaced the skills list, provide them with a new copy. Here are some critical questions to ask other educators:

- ★ Have they been able to post the Executive Function Skills List in their classrooms?
- ★ Have they come up with creative ways of reinforcing the Key Vocabulary and skills?
- ★ Do they find the Key Vocabulary and skills useful in their own lives (this can be a great motivator for using them more naturally with students)?

CHECK: How are my students doing?
Do I need to make any adjustments for the next class?

See [Appendix A](#) for a list of questions to guide your self-reflection and refer to the Troubleshooting section ([Appendix B](#)) to address common problems or any challenges that may have arisen with the curriculum.

DAILY SELF-AWARENESS RATING: UNIT 2

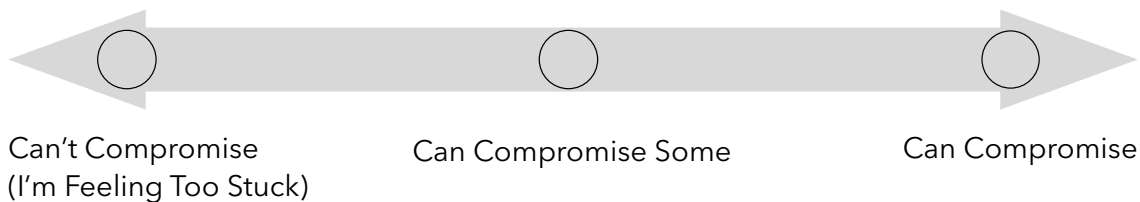
NAME: _____

Executive Function Skills

Flexibility + Big Picture Thinking + Goals and Planning = POWER

1. How much do you think you can compromise today?

Mark an X on the arrow to show how you feel today:



2. Which executive function skills do you plan to use today? (Check all that apply.)

Making Plan Bs when Plan As don't work

Focusing on the big picture (instead of being stuck on details)

Being flexible

Using coping strategies and flexible thinking if needed

Compromising