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.

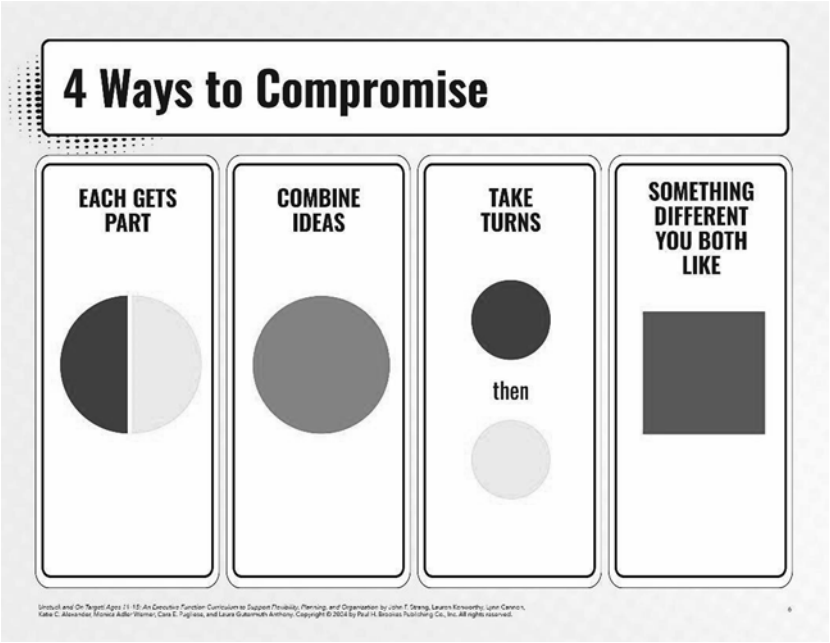
For example: Two brothers are at the grocery store with their mom, who says, "The two of you can pick out dessert for after dinner tonight." One brother wants chocolate cupcakes, but the other brother wants vanilla ice cream. These are a few examples of win-win **Compromises** they could come up with:

- ★ **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 PowerPoint 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