

ff lesson two

remain calm, explain what's broken



OBJECTIVES

To introduce the second step of being a Friendship Fixer, “Remain Calm, explain what’s broken,” educating students how to verbalize their feelings and clearly communicate the problem with their friend.

MATERIALS

- FRIENDSHIP FIXER poster
- Writing space (poster/bulletin/chalkboard) for documenting student responses
- Writing paper and pencils for students
- Copies of the Ready to R.U.N. response sheet
- Copies of the Conflict Quiz sheet
- Optional: “Apollo 13” movie
- Visual Aids Resource Kit item: the stopwatch
- Friendship Fixer CD song, “Remain Calm

LESSON AT A GLANCE

STORY 5 minutes

- Read the story about “Jeters-Hunters Sketbrawl” about players losing their cool in the heat of the game

STEP 5 minutes

- Explain the second step of being a Friendship Fixer, REMAIN CALM, EXPLAIN WHAT’S BROKEN. Show the sign for “calm” and “broken.”
- Teach the body language for this step and discuss the importance of body language and tone of voice when explaining what went wrong with a friend.

SHOW 5 minutes

- Describe and show a clip from the Apollo 13 movie, showing the example of how the engineers needed to work quickly under pressure and communicate with the stranded astronauts to help fix the space module and return home.
- Show the Visual Aids Resource Kit item, the “stopwatch”, as a reminder to slow down and remain calm when in a conflict with a friend. Explain what’s broken in the friendship.

SOLVE 5 minutes

- Discuss three scenarios provided, allowing students to choose the action they think is the correct solution to the problem.

SHARE 5 minutes

- Give students the opportunity to personalize and share about when they were in a situation where it was difficult to remain calm, or where others were arguing.

SING 5 minutes

- Introduce the song “Remain Calm” and play the song while students fill out the “Ready to R.U.N.” sheet or work on extension activities.



STORY

Story/illustration or real-life example of someone modeling (or not modeling) this step.

(2-5 minutes)

There was less than a minute left in the game between the Indiana Pacers and the Detroit Pistons on November 19th, 2004, when one of the worst fan-player fights in NBA history began. When the Pistons' Ben Wallace was fouled by Pacer forward Ron Artest, Wallace responded by shoving Artest in the throat, which led to a physical confrontation between several players from both teams. During the argument, Artest laid down on the scorer's table while putting on a headset pretending to give a radio interview. He also taunted Wallace, which caused Wallace to throw an armband at him. A spectator, John Green, then threw a cup with beer at Artest while he was lying on the table, which hit Artest in the chest.

Artest responded by running into the stands and shoving the man he mistakenly believed was responsible, which triggered a violent response from nearby spectators. Many fans were escorted off the court, and in the end nine spectators were injured and two were taken to the hospital. The offending basketball players were suspended from 16 future games, and Ron Artest had to pay \$5 million in fines. A total of \$10 million dollars was lost in salaries from the fighting players. Fans who joined in the fight were also charged, fined, and banned from attending any future Pistons games. The infamous fight was known as the Mallinckrodt Palace or the Basketbrawl.

Athletes and sports heroes are not immune from losing their cool, and, in this case, tempers were way out of hand. In the heat of the game or when things seem unfair or we want to fight back as Artest did, we have to remember to remain calm. Use words rather than fists, and explain what the problem is between you and a friend.



STEP

What it is, why it's important, what it looks like.

(2 minutes)

We've already discussed why it's important to go to your friend when there's a problem. Do you remember the sign language for FIRST, GO TO YOUR FRIEND? (*touch pointer fingers together*). After you've first gone to your friend, the next step is to REMAIN CALM, EXPLAIN WHAT'S BROKEN. Go to your friend calmly, and explain what's broken between you.

Remember to remain calm, use the sign for "calm" (*spread fingers, hands move down and stop*). Try that with me. The sign for "broken" looks like you are pretending to break a stick in half in front of you. Try that with me, while we say the first two steps:



FIRST, GO TO YOUR FRIEND (*pointer fingers come together and touch.*)

REMAIN CALM, EXPLAIN WHAT'S BROKEN (*spread fingers, hands move down and stop. Then pretend to break a stick in front of you.*)

Say how you are feeling without placing blame. If you're not sure what to say, you could try these:
(write on board)

"I didn't like it when you..."
"it hurt my feelings when you..."

When you go to a friend, make sure you approach them in a way that won't add more tension. The expression on your face and the tone of voice can either help diffuse the problem, or cause them to feel defensive and want to argue or ignore you. How can you tell if someone is upset or angry?

(Elicit student responses. Students might suggest, "Their shoulders are hunched...their arms are crossed...their face is scowling...they won't look at you...they keep walking away from you...they stomp or throw things down...")

Instead, what can your body communicate to show a friend you want to work things out? How should it look? How should you sound?

(Elicit student responses. Students may say, "Keep your shoulders uncrossed...be interested, not angry...your voice should sound calm, not loud or demanding...")

It is difficult to stay calm and not let our emotions get the better of us. Turn to your partner first and share why you think it'd hard to stay calm.

(Elicit student responses. Students might say, "I don't know what to say...I don't want to be wrong...it wasn't fair and they should know it...I'm mad...")

Assume the best. Maybe we're not taking a misunderstanding. Maybe it was an accident. Maybe a friend made a bad choice and wants a second chance to make it right. When we go to a friend, we need to be ready to listen and hear what they have to say, too. If we are calm, it shows we are ready and want to work it out. If we yell, or blame, or "fight back" with our words, it will not help mend things broken, but instead push our friend further away.

SHOW Observe a person or media connection (movies, famous person's story, etc.) to show a model of how it looks in action, or what happens when you do not take this step. (5 minutes)

EDUCATOR: If possible, show the clip from the *Apollo 13* movie. The team of engineers at NASA must work together, using only parts found on the Apollo 13 spacecraft, to build a carbon dioxide scrubber for the Apollo crew called a "mailbox," which ultimately helped the crew survive. Engineers had to remain calm and work together to find a solution quickly, or the crew would not have made it back to Earth. (YouTube link: <http://www.youtube.com/watch?v=pbBS8sHrDgA>)

It happened in April of 1970, one of NASA's most dramatic space expeditions in history – Apollo 13. Apollo 13 was the third manned lunar-landing mission, part of Project Apollo under NASA in the United States. The crew members were Commander James A. Lovell, Command Module pilot John L. "Jack" Swigert, and Lunar Module pilot Fred W. Haise. Apollo 13 launched on April 11, 1970, and two days after the launch, the spacecraft was crippled by an explosion. The explosion was caused by a faulty oxygen tank and damaged the Service Module, resulting in a loss of oxygen and electrical power. With the oxygen supply dwindling, the crew was desperate to survive and find a way back to Earth.

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A major challenge in keeping the crew alive was that the Lunar Module, or “lifeboat,” was only equipped to sustain two people for two days, but had to sustain three people for four days. The lithium hydroxide canisters available for the Lunar Module’s carbon dioxide scrubbers would not last for all four days and the level of carbon dioxide produced through the breathing of the crew members would rise to lethal levels. The Command Module had enough replacement canisters, but they were the wrong shape to fit the Lunar Module’s receptacle. Engineers at NASA worked together under intense pressure to help the stranded astronauts by making a model of an adapter to make the odd-shaped canisters work, using only parts found on the Apollo 13.

The crew used the Lunar Module as a “lifeboat” in space. Despite great hardships caused by severe constraints on power, cabin heat, and drinkable water, the crew successfully returned to Earth. The mission was thus called a “Successful Failure.” They might not have made it to the moon as planned, but they at least made it back to Earth.

This is an excellent example of remaining calm under pressure. When the astronauts were desperate for air, and a way to survive until the spacecraft could return to Earth, the communication between the astronauts and Earth was critical as they explained what was broken and the NASA engineers helped make a plan so they could survive and ultimately make it home.



As a reminder of remaining calm, we’re going to use this **stopwatch** to help us remember that when we’re fixing our friendship we need to slow down, and take the time to talk it out.



See a scenario acted out or read a scenario read aloud, discuss problem solution.

(5 minutes)

It takes some practice to remain calm and explain what’s broken in a friendship. I’m going to give you some situations that might happen to you or someone you know, and you decide which is the best answer to help solve the problem.

You’ll have three choices, “A,” “B,” or “C.” If you think “A” is the correct answer, hold up one finger, if you think “B” is correct, hold up two fingers, and if “C” is your choice, hold up three fingers. Are you ready? Here’s situation #1:

#1 Megan has been planning to run for Class President, and her friend Jessica agreed to be her Campaign Manager and help with making posters. Megan was looking for Jessica to invite her over to make posters for the election when she bumped in to another friend, Lauren, who told her that Jessica had to be Lauren’s Campaign Manager instead. Should Megan:

- A) Tell Lauren how unfair that is and that Jessica had agreed to help her run for Class President. Tell Lauren she can’t steal her friend and she’ll have to find someone else.
- B) Ask Lauren where Jessica is so Megan can go and talk to her about it.
- C) Not say anything to either of them for a week, but instead give them the “cold shoulder,” because she’s so angry at them both.

(Correct answer is B. Briefly discuss why A and C would not be good solutions.)

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#2 Jacob, Justin and Noah are starting up a game of basketball at lunchtime and are looking for three others to play 3 on 3. At recess, there is a whole group of kids wanting to play, including Michael, who often pushes and shoves when he plays, often knocking people down. When they start to play and Michael joins the game, he gets aggressive and knocks Jacob over. Should Jacob:

- A) Tell Michael to stop playing that way and that if he wants to play in this game, he needs to play without pushing.
- B) Yell "FOUL!" while walking up to push Michael back.
- C) Step out of the game, saying he needs to get some water and encourage Jacob and Justin to come with him to play on the other basketball court.

(Correct answer is A. Briefly discuss why B and C would not be good solutions.)

#3 Today on the handball court, it was Kim's turn to serve but the ball skipped out along the line. Gary saw the ball bounce and called her "out," but Kim argued that it was in, and she wasn't going to step out of the game. All the boys started yelling that Kim was out, and Kim's friends argued that she should stay in the game. Kim, frustrated, isn't sure what to do. Should she:

- A) Tell her friends they should take the ball and then stomp on another wall with her, so they can play in peace.
- B) Tell Gary he is always trying to get her out of the game's NOT moving!
- C) Tell Gary calmly that they disagree, but Gary should do the serve over since it was so close.

(Correct answer is C. Briefly discuss why A and B are not good solutions.)



Students have a chance to reflect and share personal experience or connections, how they will change and what they've learned.

(5 minutes)

Thomas Jefferson said, "**When angry, count to ten before you speak; if very angry, count to one hundred.**"

This is good advice and just like the stopwatch reminds us to stop and think before we react, remaining calm means taking a step back from the situation before jumping in to solve the problem. Often when we are quick to speak, we are more focused on what WE want and haven't taken the time to see the problem from our friend's point of view.

Can you think of a time when you had a problem with a friend and you or your friend jumped into the argument? For example, "You did this to me..." and "You did that to ME!" It can go on and on, back and forth.

Have you seen this happen before between friends?

What could you do or say if you see two friends letting a conflict get out of control? Should you say nothing and just be quiet? What could you say to help?

In our society, a lot of times people don't want to get involved when they see a conflict. They think, "It's not my problem. I don't want to get involved." When you step in as a helper to friends who are arguing, you will be a peacemaker.

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To review today's lesson, let's fill out this **READY TO RUN** sheet first. Today we learned the second step to being a Friendship Fixer, and next time we will look a little closer at how to figure out what went wrong when we go to our friend.

(Have students fill out the "Ready to Run – Lesson 2" worksheet for this lesson on page 8.)

REFLECT

Students reflect on a personal example or situation and how they could have handled it differently, or what they did to help make things right with a friend.

UNDERSTAND

Review the concept or step for that day: what the step is and why it is important.

NEXT STEPS

What are the next steps for each student? Do they have a broken friendship that needs mending? Can they think of a friend they can encourage or show kindness to? Have the students be specific about what they will do in the coming days as a next step to being a friend or building a broken friendship.



Play song and point out lyrics that connect with lesson.

(5 minutes)



Right now, we are going to listen to a song called, "Stay Calm" and as we talked about today, that's a really important step to remember. As the song mentions, "There's no need to shout... slow down...take time to work this out. It could be a mistake or a misunderstanding, and when you stay calm, you're more likely to work things out."

(Have students read along with lyrics to song, or listen while they work on their R.U.N. worksheet. Afterward, work on making their own Friendship Fixer poster or begin working on a class mural about friendship as described in the extension activities.)