



RELATIONSHIP SKILLS:

Table Talk



TEACHER NOTES

Having students work together in partnerships is a common strategy that can be both highly productive and highly enjoyable but only if the students know what contributes to and what distracts from being an effective partner, and are given many opportunities to intentionally practice those skills.

When you completed the DESSA on your students, your reflections included the skills addressed in this lesson and listed on the chart below, along with two others: attracting positive attention from peers and from adults. When students openly practice these Relationship Skills, they increase their chances for attracting that positive attention from one another and, truth be told, from adults as well.

Compliment or congratulate somebody
Do something nice for somebody
Show appreciation of others
Greet a person in a polite way
Express concern for another person
Make a suggestion or request in a polite way
Offer to help somebody
Respond to another person's feelings
Offer to help somebody
Respond to another person's feelings



DURATION: 25 minutes

GOALS: [Teacher/Student Goals](#)

MATERIALS:

- Large drawing paper (such 12" x 18" construction paper)
- Drawing tools such as crayons, colored pencils, markers
- [Student Handout](#)
- Optional: Large copy of Student Handout

PREPARATION:

- Decide how to organize students in pairs to create one drawing together
- Make a T-chart labeled "Partner-Ships," with "Rough Waters" as the left side subhead and "Smooth Sailing" as the right side subhead





RELATIONSHIP SKILLS:



MAIN POINTS: Drawing activity and self-assessment (15 minutes)

- Distribute the self-assessment handout and familiarize students with the indicators.
- Direct students to choose one or more indicator to focus on today.
- Introduce the drawing activity.



GUIDING LANGUAGE

On your “Partnerships for Smooth Sailing” self-assessment handout, you’ll see a list of behaviors we can all do that help build our relationships with other people. Take a moment to read through them with your partner. Familiarize students with the language on each line.

Think carefully for a moment about which two or three of those actions you think would make you an excellent partner today. Pause. Put a checkmark in the box next to each one that you’re going to focus on, to make your work together “smooth sailing” today. Pause. Show your paper to your partner and share your goals with each other, so you can better support one another. Pause.

When you are ready, talk together about what you want in your picture and how you’re going to create it together. Be sure that both partners are contributing to the drawing and that both of you sign it. You’ll have about ten minutes to think together about your drawing and to create it. Remember your relationship-building goals as you work!

Play quiet music as students work together, if you wish.



MAIN POINT: Reflection and closure (5 minutes)

Provide students with opportunities to reflect on their own skills strengthened and to express to their partner a compliment or appreciation.



GUIDING LANGUAGE

As you put your finishing touches on your “Partner-ships” drawing, begin to think about how you did with remembering the relationship-building skills you intended to practice with your partner today. Pause.

Reflect, using your handout, on which of these skills you actually ended up using today. Put a checkmark in “Column B” for each one you demonstrated. Pause. If you’re not sure, talk it over with your partner to see if they noticed you doing it. Pause.

Take a moment to thank your partner for something she or he did during your drawing time today that made them a great partner someone you enjoyed working with, and who helped you get your job done well and on time.



RELATIONSHIP SKILLS:



EXTENSIONS

Post the T-chart on the bulletin board along with student drawings. Encourage students who are having difficulty working as partners on future assignments to look together at the “Smooth Sailing” ideas and tell each other which one or two they’d like their partner to work on when they get back to work on their assignment.

Refer to the Smooth Sailing bulletin board prior to beginning subsequent partner work, to refresh their thinking and intentionality.



RELATIONSHIP SKILLS:

Teacher: Relationship Skills Goals

Relationship Skills: The consistent performance of socially acceptable actions that promote and maintain positive connections with others.

My students/participants are able to:

- Speak in appreciative and respectful ways
- Actively participate in effective partnerships

I am aware of my individual students'/participants' abilities to:

- Communicate in appreciative and helpful ways
- Provide help to other students/participants during partner and small group work

The environment I create supports my students'/participants' growth related to developing relationship skills that promote effective partner and small group work

STUDENT/PARTICIPANT: Relationship Skills goals and demonstrated behaviors

Students/participants will:

- Name behaviors and attitudes that promote positive working relationships
- Name behaviors and attitudes that detract from positive working relationships
- Collaboratively create a visual that highlights positive relationship skills

DESSA SELF-MANAGEMENT INDICATORS

(Highlighted indicators are directly addressed in this lesson.)

I can:

Compliment or congratulate somebody
Do something nice for somebody
Show appreciation of others
Greet a person in a polite way
Attract positive attention from peers
Express concern for another person
Attract positive attention from adults
Make a suggestion or request in a polite way
Offer to help somebody
Respond to another person's feelings

Name _____ Date _____

A		B
<input type="checkbox"/>	Compliment or congratulate somebody	<input type="checkbox"/>
<input type="checkbox"/>	Do something nice for somebody	<input type="checkbox"/>
<input type="checkbox"/>	Show appreciation of others	<input type="checkbox"/>
<input type="checkbox"/>	Greet a person in a polite way	<input type="checkbox"/>
<input type="checkbox"/>	Express concern for another person	<input type="checkbox"/>
<input type="checkbox"/>	Make a suggestion or request in a polite way	<input type="checkbox"/>
<input type="checkbox"/>	Offer to help somebody	<input type="checkbox"/>
<input type="checkbox"/>	Respond to another person's feelings	<input type="checkbox"/>

"Partnerships for Smooth Sailing"

Before you make your drawing with your partner, put a check in Column A next to two Relationship Skills you've chosen to focus on during today's activity.

A		B
<input type="checkbox"/>	Compliment or congratulate somebody	<input type="checkbox"/>
<input type="checkbox"/>	Do something nice for somebody	<input type="checkbox"/>
<input type="checkbox"/>	Show appreciation of others	<input type="checkbox"/>
<input type="checkbox"/>	Greet a person in a polite way	<input type="checkbox"/>
<input type="checkbox"/>	Express concern for another person	<input type="checkbox"/>
<input type="checkbox"/>	Make a suggestion or request in a polite way	<input type="checkbox"/>
<input type="checkbox"/>	Offer to help somebody	<input type="checkbox"/>
<input type="checkbox"/>	Respond to another person's feelings	<input type="checkbox"/>

"Partnerships for Smooth Sailing"

Before you make your drawing with your partner, put a check in Column A next to two Relationship Skills you've chosen to focus on during today's activity.