



WEEK 3



15+ MIN



Students identify ways to effectively apologize through short interactive stations.



One copy of the “Situation Station” Handout per leader; One copy of the “Sincere Apologies” Handout per student; See the “Situation Station” Handout for individual “STATION” supplies.

Total Prep Time: 20 mins.



As this is the third Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
● Critical thinking	● Self-awareness	● Integrated learning
● Communication	● Self-management	● High quality service
● Collaboration	● Social-awareness	● Collaboration
● Creativity	● Relationship skills	● Student voice
	● Responsible decision-making	● Civic responsibility
		● Reflection
		● Evaluation

GOALS FOR THE WEEK

- Discover what it means to own and admit mistakes in healthy ways, and put those skills into action
- Identify what forgiveness and respect are all about through interactive role-playing
- Visualize the effects that one person’s actions, both positive and negative, can have on society
- Understand how “RIGHT A WRONG” is an important part of this month’s theme, “MONDAY GETS UNDERSTANDING”





STUDENT ACTIVITY: **“SITUATION STATION”**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “SITUATION STATION”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does it mean to you to apologize?**
- **How can you make sure that your apology is more than just the words, “I’m sorry”?**
- **Have you ever been in a “SITUATION” where you needed to apologize for something and weren’t sure how to do it?**
 - What did you end up doing?
 - Would you do anything differently if you had it to do all over again? Why or why not?
- **In what “SITUATIONS” do you feel the most comfortable saying that you’re sorry?**
- **In what “SITUATIONS” do you feel uncomfortable apologizing?**
- **Why do you think we sometimes blame others for our own mistakes?**
 - Why is it important to accept and admit our part in a problem?
- **What can we say instead of “It was their fault” or “They started it”?**
- **Can you give an example of a time when you apologized and it helped a friendship?**
 - What were some things you said to apologize?
 - How did that help you to “GET UNDERSTANDING”?
- **How would learning how to apologize well remind you that YOU MATTER in the relationships you’re in?**
 - How would these skills help you to “RIGHT A WRONG”?
- **How can “RIGHTING A WRONG” help you to “GET UNDERSTANDING”?**

3) SET UP THE “SITUATION STATION” ACTIVITY:

- **Explain:**
 - Because we are human, we all make mistakes
 - And because we all make mistakes, we have all needed to apologize at some point in our lives
 - At times we’ve just said “I’m sorry” because we had to, but maybe we didn’t feel it very sincerely
 - Or sometimes, we may not even really be sure about how to apologize
 - After all, relationships are important to us, and we might worry that our apology could make the “SITUATION” worse
 - But most of the time, apologizing sincerely and soon after the event can help rebuild the relationship
 - Because our actions toward others, and our attempts to build relationships, MATTER
- **Ask:**
 - Would you like to learn how to apologize better?
 - How would learning how to sincerely apologize help your relationships?
 - How would it show others that they MATTER to you?

4) START THE “SITUATION STATION” ACTIVITY:

- **Hand out one copy of the “Situation Station” Handout to each leader. Assign each leader a “STATION” and give them the accompanying materials. Ask them to read the instructions and begin setting up their “STATIONS”**
 - Note: To save on time, have leaders begin setting up their “STATIONS” while the students are doing the warm-up discussion
- **Explain:**
 - Today we’ll split into small groups and go to different “STATIONS”
 - Each “STATION” will teach us something about relationships and apologies

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- We will also learn some skills to apologize effectively to keep our relationships strong
 - **Split students into five groups**
 - **Send one group to each “STATION” and ask leaders to begin their “STATION” activities:**
 - “STATION” ONE: Salt and Pepper Apology
 - “STATION” TWO: Our Actions Create Ripples
 - “STATION” THREE: What if Everybody Said That?
 - “STATION” FOUR: Tools of “UNDERSTANDING”
 - “STATION” FIVE: Skills for Approaching a Conflict
 - **After each “STATION,” have students rotate to the next “STATION” until all “STATIONS” have been visited**
 - **Each “STATION” activity should last no more than 2 minutes in order to stay within the time frame, decrease wait time, maintain flow, and ensure all students get to each “STATION”**
 - **When time is up and students have visited all “STATIONS,” have them return to their seats and reflect on the activities**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Of the five “STATIONS,” which one was your favorite?**
 - **Do you feel more comfortable apologizing to people now than you did before?**
 - Why or why not?
 - **Which concept from today impacted you the most?**
 - **How do you think the skills you learned today will help your life?**
 - **Are there still any barriers to apologizing you would like to overcome?**
 - **In what ways did you learn to “RIGHT A WRONG” today?**
 - **Which activity gave you the most “UNDERSTANDING” about yourself?**
 - **Which activity gave you the most “UNDERSTANDING” about others?**
 - **If you’re having a hard time apologizing to someone, what are some things you can do?**
 - **Why is it important to apologize for our mistakes?**
 - **In what ways did you recognize that YOU MATTER during these activities?**
 - **What are some other ways you can “GET UNDERSTANDING” this month?**
 - **What is one thing you can do before the day’s done to “RIGHT A WRONG” in your own life?**
- 6) THANK STUDENTS FOR PARTICIPATING IN ALL THE “STATIONS” TODAY. REMIND THEM THAT EVEN THOUGH THERE ARE “SITUATIONS” WHERE THEY MIGHT BE NERVOUS TO APOLOGIZE, THOSE APOLOGIES HELP STRENGTHEN FRIENDSHIPS, REBUILD TRUST, AND HEAL HURTS.**
- 7) CHALLENGE STUDENTS TO NOT DELAY IN APOLOGIZING TO OTHERS AND TO BE SINCERE AND GENUINE WHEN THEY DO SO. REMIND THEM THEY, AND THEIR POSITIVE ACTIONS TOWARD OTHERS, MATTER.**
- 8) CONTINUE EXPLORING HOW TO “RIGHT A WRONG” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Continue Stations:** Allow students to create more “SITUATION STATIONS” with their own analogies, object lessons, or stories. Let them share these ideas with each other.
- 2) Accompanying Books:** For younger students (K-3), read aloud the books *One Good Deed* by Terri Fields and *What if Everybody Said That?* by Ellen Javernick. These can be used in conjunction with “STATION” Two and “STATION” Three, respectively.
- 3) Scenario Cards:** Help students get specific about their apologies by creating scenario cards for different arguments or “SITUATIONS” they might encounter. For example, “I made fun of a kid for liking theater last Tuesday, but I haven’t said anything to them since then.” Or let kids write their own scenario cards and practice apologizing with each other.
- 4) Extended Station Time:** Extend the time for each “STATION” in order to get more in-depth discussion and “UNDERSTANDING.”

“**NEVER RUIN AN APOLOGY WITH AN EXCUSE.**”

- BENJAMIN FRANKLIN



SITUATION STATION

“STATION” ONE: SALT AND PEPPER APOLOGY

Items needed: One darkly colored plate; Salt; Pepper in container; White plastic spoon; Garbage can; Broom and dustpan (for cleanup); Masking tape; Permanent marker.

Instructions: Before beginning this activity, set the plate on the table and pour about $\frac{1}{4}$ cup salt onto the plate. Use the masking tape and permanent marker to label the pepper with the word “Disagreement” or “Argument” and write the word “Apology” on the spoon directly with the permanent marker.

Tell students the salt represents their relationships with others. Explain that each relationship takes both people’s work to maintain, but that sometimes we make mistakes in our relationships. Give the pepper container to one student and have them read the label out loud, then sprinkle a little bit of pepper onto the salt. Do not mix the salt and pepper. Ask students what they see, and what one argument can do to a relationship. Ask them how they think they could fix an argument with a friend.

Show students the spoon and have one student read the label out loud. Tell them that their apology can make a big difference to the relationship. Rub the back side of the spoon on your hair or clothes in order to create static electricity, then swipe it over the pepper flakes without touching them directly (about $\frac{1}{4}$ inch above the salt). The pepper should stick to the spoon. Ask them what that teaches them about relationships, and send them to the next “STATION.”

“STATION” TWO: OUR ACTIONS CREATE RIPPLES

Items needed: Plastic basin large enough for all students to see into; Two towels (One to place beneath the basin and one for cleanup); Small, medium, and large items that can be dropped into the water, each labeled with both positive and negative actions that correspond to the item’s size (for example: holding the door for someone, or calling someone an unkind name for small; visiting a sad or sick friend, or yelling at a sibling for medium; making something for a charity, or posting an incriminating photo of a friend on social media for large).

Instructions: Tell students that this activity is to see how one action can affect others. This will be done by dropping (not throwing) items into the water basin, and noticing the ripples each item/action creates. Give each student an object and have them read the label out loud before dropping it into the water. Try dropping several small things in at once, and ask what the ripples look like. Tell students that no action is truly small, because each one has an impact, and ask them how they can make sure their actions toward others are positive. Then send them to the next “STATION.”



“STATION” THREE: WHAT IF EVERYBODY SAID THAT?

Items needed: Posterboard; Index cards, two for each student; Markers; Tape or sticky tack.

Instructions: Before beginning this activity, write on a posterboard the phrase, “What if Everybody Said That?” large enough for students to easily see it, and place it on a wall near your “STATION.” It should be high enough that students can place their index cards beneath it. Ask students to think of one kind and one unkind thing they remember someone saying to them. Tell them that if the phrase includes a bad word, they may omit it on their index card. Have them write the unkind thing on one index card, and the kind thing on the other index card. Use the tape or sticky tack to place all the phrases on the wall. Read a few of the cards out loud and after each, ask, “What if everybody said that?” Ask students what phrases they would like to hear everybody say, and how they can speak positively of others. Then send them to the next “STATION.”

“STATION” FOUR: TOOLS OF “UNDERSTANDING”

Items needed: Various hand tools (Hammer, screwdriver, etc.); Index cards, each labeled with a different word (Embarrassment, Denial, Defensiveness, Blame, Anger).

Instructions: Before beginning this activity, place index cards face down on a table with each tool covering it.

Explain to students that there are many reasons we don’t apologize to others. Tell them that we are going to explore a few of the emotions that keep us from being able to say we’re sorry. Have one student at a time pick up a tool and read the card underneath. Ask if they’ve ever felt that way, and why that emotion might keep them from apologizing. Do this with each tool. Tell them that our emotions are tools to help us understand ourselves, and once we recognize the emotion, we can figure out how to deal with it and have enough “UNDERSTANDING” to apologize. Then send them to the next “STATION.”

“STATION” FIVE: SKILLS FOR APPROACHING A CONFLICT

Items needed: One copy of SINCERE APOLOGIES HANDOUT per student.

Instructions: Ask students what they have learned in their other stations, and ask if they feel more comfortable now with apologizing than they did before.

If “STATION” five is their first “STATION,” tell them they will be learning how to approach people to apologize today. Give them each a copy of the SINCERE APOLOGIES HANDOUT to keep. Take turns reading it. Have them practice a couple of times with each other, using made-up scenarios. If they get stuck, have them refer to their paper. Then send them to the next “STATION.”



SINCERE APOLOGIES

1. Think about what happened. Try to have "UNDERSTANDING" for how your words or actions might have affected your friend.
2. Find a time to approach your friend when you won't be rushed. This might give you a lot of emotions. You might be afraid to apologize or suddenly not want to. This is completely normal, but you can calm yourself down by knowing you are doing exactly the "RIGHT" thing by apologizing.
3. Tell your friend that their friendship **MATTERS** to you.
4. Tell them exactly what you did wrong without blaming anyone else. Many people may have been involved, but own your part in it. For example, "I teased you in gym class."
5. **AFTER** you said what you did "WRONG," say that you're sorry. "I teased you in gym class, and I'm really sorry." This shows you recognized what you did, and how you feel about it. Do not put yourself down in the process. There is a big difference between "What I did was terrible" and "I am terrible." Everybody *makes* mistakes, but no one *is* a mistake.
6. Ask, "Will you forgive me?" They might say yes and they might say no.
 - If they say no, do not argue with them. Just ask, "What can I do to make it right?". Be willing to make things better, knowing your relationship is important.
 - If they say yes, say thanks and ask what you can do to be a better friend for them.
7. After you've apologized, do your best to not make the same mistake again.