



Mini Inquiry (SSINQ)

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Initial Question of Inquiry:

Is it necessary for all students in a class to be friends?




Motivation and Rationale

1. Initial Inquiry Question: Should Teachers Force Students Have Friendships?
 - a. Language of Friendship
 - b. Implication of Friendship
2. Grade Appropriate Friendship vs. Critical Relationship Skills
3. Inclusion vs. natural Consequences of Actions
 - a. Playground Decisions Trickle into Classroom



What You've Learned Thus Far

Speaking to teachers who abide by the rule that all children do not have to be friends, opened up a lot of questions, and thoughts. The teacher that was interviewed teaches kindergarten, and is a firm believer in ensuring that her classroom has a tight, and respectful community. Kindness, respect, and inclusiveness is a must, but she differentiates this from friendship. This differentiation caused a lot of questioning about what do we mean by friendship, and how well this model would transfer to other grades.



Overall, I think the most prominent idea of what has been learned and understood, is that it is much more crucial to teach our students about kindness rather than friendship. The idea of what the word “friend” means changes drastically as kids grow up and mature, but what being kind entails does not. With that being said, the question is then changed. Instead of asking ourselves “is it necessary for all students in the class to be friends?”, we need to ask ourselves “how do ensure that all kids are kind to one another in the classroom?”. Is it necessary for all kids to be friends with each other in the classroom? Absolutely not, but it is crucial that they are all kind to one another.



Where To From Here?

In order for us to help our students foster these skills, we need to first recognize the following:

- Where our students are with their emotions, feelings and self-awareness
- Encouraging our students to actively participate in core competencies such as social awareness and responsibility, communication and critical thinking



Possible Suggested Resources

- **Second Step Program:**
 - designed to integrate Social and Emotional Learning into teaching practice
- **The MindUp Curriculum:**
 - focuses on equipping teachers with the skills necessary to help students learn to practice mindfulness
- **The Zones of Regulation:**
 - an approach that teaches self-regulation and is thereby divided into four zones: blue (rest area/calm), green (ready), yellow (slow), red (stop).



Possible Resources (Cont'd): The Zones of Regulation

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



Question Rephrasing & Why

Question was changed to:

How can teachers build positive relationships in the classroom?

Reasons for the change:

- The original topic was too narrow
- There was a lack of application
- Lack of research
- Different viewpoints of group members



Differing Views

Topics that came up when thinking about the original question:

- What is the definition of a friend?
- Do teachers need to moderate friendships
- Teaching values such as respect and caring may be more realistic
- Forcing friendships and apologies



How To Continue This Learning or Inspire New Learning:

- Learning that one does not need to immediately accept an apology; accepting an apology means that whatever was done is forgiven, and so will not be brought back to light again
- Learning to be kind to others and recognizing how own behaviors affect others is a process that needs to be reinforced



THANK YOU!