

RULER ANCHOR

THE BLUEPRINT

FIFTH GRADE

MY NAME _____

DATE _____

Duration: 60 minutes

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Family members and grown-ups, please read this before your child leads the activity.

Key Ideas:

- We can use the skills of emotional intelligence to help as resolve interpersonal conflicts.
- Using the Blueprint requires self-awareness, courage, and goodwill.
- When we are able to honor our own feelings, as well as honor the feelings and concerns of others, we are better able to solve problems, and work toward restoring our relationships and community.
- A trusted adult can support and help guide a younger person’s process of sorting through unpleasant feelings with the Blueprint.
- The Blueprint invites students to reflect upon past conflicts, resolve them more sensitively in the moment, and plan for future scenarios with their ‘best self’ in mind.

Activity Goals:

- To Blueprint a real life conflict scenario that your child has experienced.
- To help your child gain insights about another person that they might not have understood before. Perhaps revelations will come to light that can help your child see the situation in a differently.
- To help your child think through an action plan or next steps, if something still needs to be resolved.

Activity Description:

This is an opportunity for your child to share something with you that they may feel vulnerable about. It’s important for you to create a trusting and supportive environment for them to share. One way of doing this is by validating their feelings and understanding their perspective. At the same time, you are there to help your child consider the situation from the perspective of the other person too. In this activity, you will be a guide – your child should take the lead.

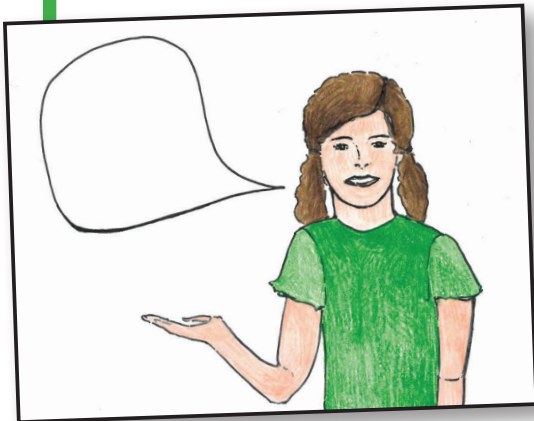
2

Student, follow the first steps and then have fun doing the activity!

First Steps

1. Review the Blueprint Overview handout with your family.
2. Share how the Blueprint is used in your classroom.

The Activity



Feel free to fill in the bubble!

1. Together with a grown-up in your family, choose a challenge, disagreement or conflict that you've had with someone – a friend, a sibling, or someone else – that you feel comfortable sharing. Tell the grown-up a little bit about it first.

2. On Activity Sheet 1:

- a. Write down what the conflict is in one or two sentences. Be as factual as possible, without inserting your point of view.
- b. Explain your perspective.
- c. Now, explain the other person's perspective (trying to see the situation through their eyes).

3. On Activity Sheet 2:

- a. Blueprint the conflict.
- b. Try to be as self-aware as possible about your feelings and actions throughout the process of Blueprinting. You may want to talk it through with the grown-up as you go.
- c. See if you gain new insights about yourself and the other person.

4. On Activity Sheet 3:

- a. Reflect on how you might respond to the situation differently, keeping your 'best self' in mind.
- b. What will you do now (for example, do you need to do any repair work?) Can you make any new commitments going forward?

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Preparing for the Blueprint

ACTIVITY SHEET 1

Describe the conflict as factually as possible.

Explain your perspective.

Explain the other person's perspective.

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Now, let's Blueprint the conflict.

ACTIVITY SHEET 2

RULER Skill	Me	The Other Person
<p>Recognize and Label</p> <p>Being aware of what we, or someone else is feeling, and giving the emotion a name.</p>	<p>How did I feel?</p>	<p>How did _____ feel?</p>
<p>Understand</p> <p>Exploring what led you to feel that way, and how your feelings may have affected your thoughts and behaviors.</p>	<p>What caused my feelings?</p>	<p>What caused _____ feelings?</p>
<p>Express and Regulate</p> <p>How we show our emotions, and manage our emotions, so that we have the best outcomes.</p>	<p>How did I express and regulate my feelings? How might my actions have affected others.</p>	<p>How did _____ express and regulate his or her feelings? How might his or her actions have affected others?</p>

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Reflect and think about next steps.

ACTIVITY SHEET 3

Reflect: now that you understand more about how both of you felt, how might you have responded differently – keeping your ‘best self’ in mind?

Lined writing area for reflection.

What would you like to do now? Can you make any new commitments going forward?

Lined writing area for future commitments.