

## The drawing (lesson in Social Skills)

Example of a Branch by Norma Strik, teacher of third grade

**Story:**

**Niek is in school. Together with two other children, Jasmine and Bo, he is working on the school newspaper. The article is about an excursion they made to a museum.**

**Niek is working hard to make a drawing about the trip, while the other two are busy drawing up the text. Bo looks at Niek's drawing and says: "That drawing is not correct. Next to the stones was an aquarium and there were fish in it!"**

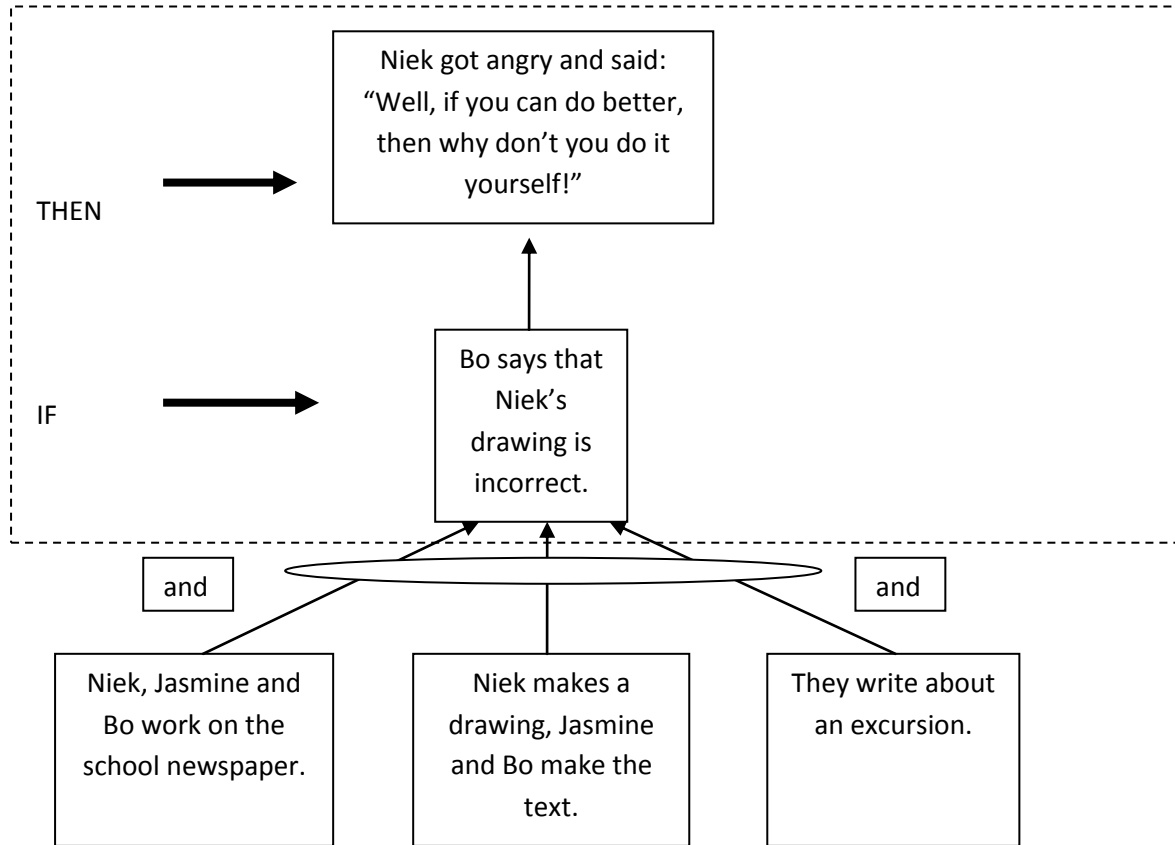
*First we get the important sentences out of this story (in a maximum of 6 sentences)*

1. Niek, Jasmine and Bo work on the school newspaper.
2. Niek makes a drawing, Jasmine and Bo draw up the text.
3. Somebody (don't know if it was Bo or Jasmine) says that the drawing is incorrect.
4. They write about an excursion.
5. The stones are next to the aquarium.
6. Niek got angry and said: " Well, if you can do better, then why don't you do it yourself!"

*During the draft of the most important sentences one student already remarks that sentence 4 might be put in a different place. As soon as all sentences have been drafted, we verify if they are all important for the story and if we can put them in the right order.*

1. Niek, Jasmine and Bo work on the school newspaper.
2. They write about an excursion.
3. Niek makes a drawing, Jasmine and Bo draw up the text.
4. Bo says that the drawing is incorrect.
5. Niek got angry and said: "Well, if you can do better, then why don't you do it yourself!"

Next we verify if they are in the right order according to the Logic Branch.  
Together the students come up with the next order:



*Note from Petra: At this stage the teachers had not yet much practical experience in reading back the Logic Branch. This is AFTER THE FIRST THREE HOUR SESSION. Even though the Branch is not completely correct, it served its purpose, and was 'good enough' because of the beautiful outcome. That is what counts, in my opinion, not a 'perfect' tree. But of course we'll talk about this in the upcoming weeks and practise reading the Branch.*

*In the story a problem arises. What is the problem and where does it start?*

*There are different answers given to this question:*

*Students who said the problem started at arrow 1 (criticising) indicate that the solution could be:*

- **Say it in a different way that the drawing is not correct.**
- **Don't say anything even if you think the drawing is not correct.**
- **Mind your own business, Bo is doing text he should not interfere with Niek's drawing.**  
(Used CLR to ask if this is indeed interfering when you work on a project together or that that could be expected?)

*Students who said the problem started at arrow 2 (Nieks reaction) indicate that the solution could be:*

- **React in a nicer way when somebody says something and don't get angry right away.**
- **Don't react at all, don't mind it too much.**
- **Don't give up right away, just say that you don't like it when somebody says something that way.**

*During the discussion one student changes viewpoint and says that she all of a sudden saw that the problem started not at the two given arrows but sooner (New arrow 3 added). The division of tasks was simply not right. If Niek was not good at drawing, then he should not have chosen that, but he should have chosen writing. (Used CLR to ask if it is indeed true that Niek is not good at drawing or that that might be an assumption?)*

***Conclusion of the lesson:*** *the theme "criticising others" has two sides. Giving criticism but also receiving it.*

*Together we decided that the next issues will be important when giving and receiving criticism:*

**Giving criticism:**

- **Try to say it nicely.**
- **Stay positive, also mention what is done well.**
- **Give tips to do a better job.**

**Receiving criticism:**

- **Be open to criticism, receive it.**
- **Don't get angry right away and give up.**
- **Don't take it personally.**

*What was clearly stated after the discussion about “don’t interfere” was that there are different situations in which one can be criticised.*

*Unasked for/unexpected criticism is sometimes more difficult to receive, because one does not always expect it or see it coming and one may sometimes feel overwhelmed/attacked. When one is open to criticism because he/she asks f.e. somebody’s opinion (or he knows he can expect that) then one is already prepared and can keep that into account, then one is more open to criticism.*

*Requested/expected criticism As far as working together on the project was concerned, we also came to the conclusion that it is important to prearrange well who does what and what is to be expected from everybody, and that everybody should agree\*. Then it is also clear when one could expect criticism.*

<p><i>*Note from Petra: There the AT may come in handy... which the teachers will learn in September 2012.</i></p>
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