

TOUCHPEBBLES

VOLUME A

Digital Binder

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DISCUSSION PROJECT

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The Touchstones Discussion Project is a nonprofit organization founded on the belief that all people can benefit from the listening, speaking, thinking, and interpersonal skills gained by engaging in active, focused discussions. Since 1984, Touchstones has helped millions of students and others develop and improve these skills in school, work, and life. For more information about the Touchstones Discussion Project, visit www.touchstones.org.

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Worksheet 1: A Different Kind of Class

INDIVIDUAL WORK



1. In the story, Cheryl describes her brother's class. In that class, students sit in a circle and talk with one another without raising their hands. Below is a list of some problems that may occur in such classes. Put a "W" next to the one that you think is the worst problem, and put a "L" next to the one that you think is the least serious problem.

- _____ (a) Students who sit next to each other will talk to each other instead of the whole group.
- _____ (b) Many students will talk at the same time.
- _____ (c) Some students will talk all the time.
- _____ (d) Some students will be afraid to talk.
- _____ (e) Some students will talk only to their friends.

2. Which of the five problems or groups listed in #1 do you think you will experience the most? For example, if you think you might talk too much, you would be in group (c). If you are willing to talk only to your friends, you would be in group (e).

I think I will be in group _____.

SMALL GROUP WORK

How can your group correct the problem that your group members will have? (You don't have to write anything down; just think about how you would solve the problem.)



Worksheet 2: The Judge

INDIVIDUAL WORK



1. In the space below or on a separate sheet of paper, draw the best picture that you can of a cat. (The cat can be sleeping, standing, sitting, eating, or doing anything else. You choose.)

2. What qualities do you think that a judge should have? Check TWO of the characteristics below that you think are the most important for a judge to have.

A judge must be ...

- | | | |
|---------------------------------|---|---|
| <input type="checkbox"/> big | <input type="checkbox"/> kind | <input type="checkbox"/> a friend |
| <input type="checkbox"/> quiet | <input type="checkbox"/> thoughtful | <input type="checkbox"/> honest |
| <input type="checkbox"/> bossy | <input type="checkbox"/> good at sports | <input type="checkbox"/> funny |
| <input type="checkbox"/> strong | <input type="checkbox"/> old | <input type="checkbox"/> smartest in school |

SMALL GROUP WORK



1. In your groups, choose one person to be the judge.
2. The judge should look at all pictures and decide which picture is best. The judge's own picture should also be considered.
3. Does everyone in the group agree with the judge's decision?

Worksheet 3: The Camel and the Jackal

INDIVIDUAL WORK



1. One person hurts another. The person who is hurt doesn't know if it was done on purpose, without thinking, or just by accident. What should the person who was hurt do about it? Mark the best thing to do with a "B." Mark the reaction you think is the worst with a "W."

The person who was hurt should—

- _____ a) get angry, but do nothing.
 _____ b) get angry and get back at the other person later.
 _____ c) get angry and hit the other person.
 _____ d) tell the other person that he or she is angry and not to do it again.
 _____ e) ask the other person why he or she did it.
 _____ f) some other reaction (write it here): _____

2. Which is worse: when someone hurts another person on purpose or by accident?

- on purpose by accident

Stop here. Answer number 3 *after* your teacher reads the story to you.

3. Did the jackal run around, yelp, and howl on purpose or by accident?

- on purpose by accident

SMALL GROUP WORK



How could the jackal have convinced the camel not to drown him? Discuss this question with your group, and have one member of the group write the group's answer below.

Worksheet 4: The Clever Thief

INDIVIDUAL WORK

Check the behaviors listed below that best describe how you are in your Touchpebbles discussions.



- I talk too much.
- I don't talk enough.
- I interrupt people.
- I only listen to people I like.
- If people don't like what I say, I am unhappy.
- I talk only to my friends.
- I try to help other people talk.
- I admit when I'm wrong.
- I change my mind about what I think.

PAIR WORK

Check the items that best describe how you see your partner in Touchpebbles discussions.



- My partner should speak more.
- My partner needs to listen more carefully.
- My partner should encourage others to speak.
- My partner needs to let others finish talking.
- My partner should let other people speak more.
- My partner should try harder to listen to everyone who speaks.
- My partner shouldn't be unhappy if others don't like what he or she says.
- My partner needs to admit when he or she has been wrong.
- My partner needs to be willing to change his or her mind.



SMALL GROUP WORK

Together, decide what each of you needs to improve on the most. The answer might be different for each person in your group, but the entire group should help each group member decide what he or she needs to improve.

I want to improve on: _____.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 5: Hound and Hunter

INDIVIDUAL WORK

Look at the painting for a few minutes. Then answer the questions below. For each question, check the box that you think describes the painting. If what you think is not listed, you can write your own answers on the lines below.



- | | |
|--|---|
| <p>a) Which way is the river flowing?</p> <p><input type="checkbox"/> left to right</p> <p><input type="checkbox"/> right to left</p> <p><input type="checkbox"/> other _____</p> | <p>d) What is the dog doing?</p> <p><input type="checkbox"/> helping the boy</p> <p><input type="checkbox"/> helping the deer</p> <p><input type="checkbox"/> watching the boy</p> <p><input type="checkbox"/> other _____</p> |
| <p>b) What is the deer doing?</p> <p><input type="checkbox"/> It is dead.</p> <p><input type="checkbox"/> It is wounded.</p> <p><input type="checkbox"/> It is struggling.</p> <p><input type="checkbox"/> It is swimming.</p> <p><input type="checkbox"/> other _____</p> | <p>e) What is the boy doing?</p> <p><input type="checkbox"/> helping the deer</p> <p><input type="checkbox"/> calling the dog</p> <p><input type="checkbox"/> catching the deer for dinner</p> <p><input type="checkbox"/> other _____</p> |
| <p>c) How does the boy feel?</p> <p><input type="checkbox"/> angry</p> <p><input type="checkbox"/> sad</p> <p><input type="checkbox"/> excited</p> <p><input type="checkbox"/> pleased</p> <p><input type="checkbox"/> other _____</p> | <p>f) What is the weather like?</p> <p><input type="checkbox"/> cold</p> <p><input type="checkbox"/> warm</p> <p><input type="checkbox"/> about to rain</p> <p><input type="checkbox"/> about to be sunny</p> <p><input type="checkbox"/> other _____</p> |



SMALL GROUP WORK

1. In your group, compare your answers to the Individual Work. See if you can agree on your answers.
2. Together, create a story about the painting. Be sure to give the boy and the dog names in your story. Your story should be based on what you see in the painting and what you think is happening in the painting.
3. Pick one person in your group to write down the story.
4. Pick one person in your group to read the story to the rest of the class. You will also need to point out the parts of the painting that support your story.

Worksheet 6: The Lion and the Mouse

INDIVIDUAL WORK



Each of us is good at some things and not as skilled in other things. Here is a list of different types of skills. For each skill, put an “✘” mark in the box that describes you. Before you are finished, you must have made at least one “✘” in the “Good at it” column and one “✘” in the “Not Good at it” column.

	Good at it	Not good at it	Don't care about it
a) Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Speaking so others hear me clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Running fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Helping with chores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Being friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Writing stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Keeping secrets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Telling stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Playing a team sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Keeping my room clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Getting along with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Listening and remembering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Making people laugh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SMALL GROUP WORK

1. Look back over the list of skills and pick the one skill that you are not good at now but that you would like to become good at. Share your choice with your group.
2. Discuss in your group how you can become better at the skill you picked. Be sure to ask questions of each other in your small groups. If members of your group happen to be good at what you'd like to learn to do well, you might ask them how they learned to do it.

Worksheet 7: A Test of Strength

INDIVIDUAL WORK

Decide how important it is to you that your best friend is the same, or equal, to you in each of the following ways. Next to each item, circle 1 if it is not very important, 2 if it is somewhat important, and 3 if it is very important.



	Not	Somewhat	Very
Height (how tall you both are)	1	2	3
Weight (how heavy you both are)	1	2	3
Strength (how strong you both are)	1	2	3
Gender (both boys or both girls)	1	2	3
Background (families and houses similar)	1	2	3
Music (like the same music)	1	2	3
Activities (enjoy doing the same things)	1	2	3
Intelligence (how smart you both are)	1	2	3
Language (you speak the same language)	1	2	3
Age (you are both the same age)	1	2	3

SMALL GROUP WORK

As a group, decide which one thing from the list above is the most important way for friends to be the same or equal. Try to agree on just one thing from the list.





APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 8: Pandora's Box



INDIVIDUAL WORK

1. Do you get more curious when someone tells you not to be?

Yes No

2. We are all curious about different things. Circle the number below that best describes how curious these situations make you feel.

1 = Very curious 2 = A little curious 3 = Don't care

a) My grandmother has sent a birthday gift to me in the mail.

1 2 3

b) My friend has a secret that he or she won't tell me.

1 2 3

c) Someone is spreading a bad rumor about me, but I don't know who it is.

1 2 3

d) My teacher shows me a book he or she thinks I should read.

1 2 3

e) I hear a news story about a lost dog that has found his way home from many miles away.

1 2 3

f) I am visiting a beach where there is supposed to be buried treasure.

1 2 3



SMALL GROUP WORK

Think of situations in your own lives in which curiosity led to trouble. Share your stories with one another.

Worksheet 9: The Confessions

INDIVIDUAL WORK



1. Like almost all people, you probably have been tempted to take something that belongs to someone else. But you probably decided not to steal. Instead, you resisted the temptation to take something that didn't belong to you. Try to remember the feeling of wanting to take something and also the feeling of resisting and not actually taking it.

Read the sentences and choices below. Check one statement that is the most true for you and check one statement that is the least true. Read all of the choices before you decide. And pick only one most-true statement and one least-true statement.

I do not steal because:	Most true	Least true
a) I know it is wrong.	<input type="checkbox"/>	<input type="checkbox"/>
b) someone might see me.	<input type="checkbox"/>	<input type="checkbox"/>
c) other people will not like me.	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be caught.	<input type="checkbox"/>	<input type="checkbox"/>
e) I don't want others to steal from me.	<input type="checkbox"/>	<input type="checkbox"/>
f) it is against the law.	<input type="checkbox"/>	<input type="checkbox"/>

2. If someone knows that doing something is wrong (like taking something that belongs to someone else) and that person is told not to do it, why might that person feel strongly that he wants to do it anyway?

Put an “✘” next to the sentences below that you think are true.

- _____ a) When people see something they want, they feel like taking it.
- _____ b) It is exciting to do things that are wrong.
- _____ c) The more people are told not to do something, the more they want to do it.
- _____ d) It makes people feel smart to get away with something that is bad.
- _____ e) Their friends make them want to do it.



SMALL GROUP WORK

As a group, compare your answers to question 2. Are there any sentences that everyone in your group agrees about? Are there any that no one agreed with?

Worksheet 10: Emile or On Education



INDIVIDUAL WORK

You probably know a spoiled child. You may even have called someone spoiled. All the sentences below are true, but some are more true than others. Check the letter of the sentence that you think is the **most** true.

- a) A spoiled child always expects others to do what he or she wants.
- b) A spoiled child never considers other people's feelings.
- c) A spoiled child makes life miserable for everyone.
- d) A spoiled child is selfish.
- e) A spoiled child never does what you ask.
- f) A spoiled child is never satisfied.



SMALL GROUP WORK

What is the best way to avoid spoiling children? Check the letter of the one that you agree is the best way, or write your own answer.

- a) You should punish them.
- b) You should feel sorry for them.
- c) You should ignore them.
- d) You should try to change their mind by talking to them.
- e) You should take away privileges or things they like.
- f) Your own idea _____

Worksheet 11: The Pillow

INDIVIDUAL WORK



1. Why do you sometimes not listen to someone who is trying to help you decide what the right thing to do is? Check two of the following possibilities:

- You are too sure that you are right.
- You want something too much to listen.
- You don't like people telling you what to do.
- You only listen to one or two very close friends.
- You only listen to older people.
- You don't like to admit you're wrong.
- Other reason _____

2. It can be very hard to accept even good advice. This is especially true when we want to do the opposite of what the advice suggests. Suppose your friend is angry with someone and wants to get even. You believe it's wrong to get even, but your friend is too mad to listen. How would you get your friend to listen to you? Check the two strategies that you think are best.

- Keep repeating your opinion.
- Tell a story about the bad things that happened to someone else who did as your friend plans to do.
- Tell your friend you won't be his or her friend if he or she doesn't listen to you.
- Take your friend to three or four more people who agree with you.
- Talk with your friend until he or she calms down.
- Other thing to do _____



SMALL GROUP WORK

1. Share your answers to question 1 in the Individual Work with one another.
2. Look again at your answers to question 1. Decide which idea from question 2 could be helpful to you when you won't accept advice.
3. For each problem listed in question 1, work as a group to find the best strategy for question 2.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 12: Catching Fish in the Forest

INDIVIDUAL WORK



1. You have seen something with your own eyes that you would not believe if you had not actually seen it. When you tell your friends, they think that you're making it up. What do you do when they don't believe you? Check one of the answers below or provide your own answer.

- Tell the story again.
- Try to think of similar things that they have seen and believed.
- Explain what you saw in more and more detail.
- Quietly walk away.
- Ask them to trust you.
- (Or some other response) _____

2. A friend tells you something that you don't believe. They tell you they're not joking, that it's really true, and that you should trust them. But the story is still too strange to believe. What do you do? Check one of the answers below or provide your own answer.

- Ask for more details to see if your friend changes any part of the story.
- Keep trying to get your friend to admit that the story isn't true.
- Ask people you trust what they think and believe whatever they do.
- Believe your friend even though the story is unbelievable.
- Refuse to talk about it anymore and continue to believe it's not true.
- (Or some other response) _____



SMALL GROUP WORK

1. Discuss your answers to questions 1 and 2 with your group.
2. As a group come up with an answer to the following question:

Who would you believe most if they were to tell you something amazing, a parent, a brother, a sister, a friend, or a stranger? Why?

Worksheet 13: The Eagle



INDIVIDUAL WORK

1. Draw what you think Version 1 describes. Do this on a separate sheet of paper.

2. Version 1 and Version 2 use language differently. Two differences are listed below. Make a “✓” for the one you prefer.

a) Which do you prefer?

“The lone eagle” or “The eagle stands by himself”

Explain your choice. _____

b) Which do you prefer?

“He gazes down” or “He looks at”

Explain your choice. _____

3. Read Version 1 and Version 2 again. Now list one more thing that is described differently in the two versions.

Words from version 1. _____

Words from version 2. _____



SMALL GROUP WORK

1. As a group, discuss what new details the poem adds to your understanding.
2. Make two lists. One list includes words from today's texts that you don't understand. The other list includes what the group prefers about each version. Pick one person out of your group to write down the lists.

Worksheet 14: They Share the Work



INDIVIDUAL WORK

A parent or care-giver tells you to take the shortest way home after school. You understand that this means that you're not supposed to play with your friends and get home late. Read the following three possible actions. Then choose the words that you think best describe your behavior.

a) If you come directly home by the shortest way without playing with your friends, you are being:

obedient disobedient honest tricky

b) If you take the shortest way home but play with friends along the way home and get home late, you are being:

obedient disobedient honest tricky

c) If you take a longer way home with friends but make sure you are home on time, you are being:

obedient disobedient honest tricky



SMALL GROUP WORK

1. Discuss your answers to the Individual Work with each other.
2. Try to agree on a group response for each action above. If you cannot agree on answers for all three, then agree on at least one.

Worksheet 15: Two Portraits

INDIVIDUAL WORK



1. If you want to understand as much as you can about a person just by looking at him or her, what are the best clues to pay attention to? Listed below are four clues you might find useful. Add one of your own ideas for item e). Then put the clues in order of usefulness. Use all of the numbers 1 through 5. 1 means the most useful and 5 means the least useful.

- _____ a) skin (smooth, wrinkled, etc.)
 _____ b) eyes (big, drooping, bright, etc.)
 _____ c) how he or she stands or sits
 _____ d) the clothes that he or she wears
 _____ e) Another clue to look at: _____

2. If you are taking a photograph of someone who you really want to remember, which of these would you do?

- | | | |
|---|------------------------------|-----------------------------|
| a) Focus on the face. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| b) Photograph the whole person. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| c) Have them look directly at you. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| d) Have them stand sideways. | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| e) Have them stand someplace that is special to you both. | <input type="checkbox"/> yes | <input type="checkbox"/> no |

3. For each of your “yes” answers, be able to give a reason.

SMALL GROUP WORK



Take turns sharing your answers to questions 2 and 3 from the Individual Work. Discuss them, focusing on any differences in your responses.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 16: The Republic



INDIVIDUAL WORK

1. Imagine that you are in a room where your parents can see you. Mark a “✓” in the box that best describes your answer to the following sentences.

a) I'd watch TV before my homework was done.

No Maybe Probably Yes

b) I'd eat candy instead of a healthy snack.

No Maybe Probably Yes

c) I'd be very noisy.

No Maybe Probably Yes

d) I'd tease someone.

No Maybe Probably Yes

e) I wouldn't pick up after myself.

No Maybe Probably Yes

2. How would you answer the questions above if your parents could *not* see you? Mark an “✗” below the box for these answers in the examples above.



SMALL GROUP WORK

1. Compare your answers from the Individual Work. Were your ✓'s and ✗'s in the same place for each sentence?
2. Did the group agree on any of the answers? If so, which ones?

Worksheet 17: How to Catch a Thief



INDIVIDUAL WORK

Write two statements about yourself below. One should be true and the other should be false. Do not mark them as true or false or put them in any special order. Make the false statement something about you that someone could believe. Make the true statement something about you that people in your class might find hard to believe.

1.

2.



PAIR WORK

1. Choose one of your statements. Do not tell your partner whether it is true or false.
2. Read your statement aloud to your partner, and listen to your partner's statement. Decide whether your partner's statement is true or false, and circle your choice below. You cannot ask your partner any questions to figure out whether he or she is telling the truth.

My partner's statement is: True False

Worksheet 18: Definitions of a Straight Line

INDIVIDUAL WORK



1. Draw a straight line *without* any help. (Do not use a book or ruler or any object to help you. Use a separate sheet of paper if necessary.)
2. Draw a straight line using any help or aid (like a ruler or book) you have with you.
3. Which one of the following lines between points A and B is the straightest? Circle the letter of your choice.

(a)



(c)



(b)



(d)



SMALL GROUP WORK



1. Which line in number 3 of the Individual Work does your group think is the straightest? If there are disagreements, discuss the differences until you come to an agreement.
2. Why do you believe that the line you chose is the straightest? You must have at least one reason for your choice.

Worksheet 19: Gilgamesh the King

INDIVIDUAL WORK



1. Suppose you were mean to one of your friends. For example, maybe you told an untrue story about him or her or shared a secret. Who could persuade you to apologize and make you feel good about your apologizing? Choose one from the list below:

- My mom, dad, or grandparent
- My sister or brother
- My best friend
- The person I was mean to
- Someone I didn't know very well who saw it happen
- A friend of the person I was mean to
- Other _____

2. What is the best type of person to persuade you that you have done something wrong and should apologize? Check all that apply.

- Someone who is my age
- Someone who thinks like me
- Someone who is a good student
- Someone who is fair
- Someone who lives near me
- Someone who usually tells me good things about myself
- Someone who likes to play the same games that I do
- Someone who is a relative (brother, sister, cousin, etc.)
- Someone who is the same size as I am
- Someone who is from the same type of family



SMALL GROUP WORK

1. Compare your answers to question 1 in the Individual Work.
2. Compare your answers to question 2 in the Individual Work, and try to agree on two choices.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 20: The Weapons of King Chuko

INDIVIDUAL WORK



1. Read each statement below, then decide whether you would want to tell your friends and everyone else about it. Check the box next to your answer.

a) You live in an expensive and large house with servants.

Yes, I'd tell. No, I'd keep it a secret.

b) You score the highest grades on a test.

Yes, I'd tell. No, I'd keep it a secret.

c) One of your parents is very famous.

Yes, I'd tell. No, I'd keep it a secret.

d) You win a big competition in sports.

Yes, I'd tell. No, I'd keep it a secret.

e) You just received \$500 from a relative.

Yes, I'd tell. No, I'd keep it a secret.

f) You are the strongest person in school.

Yes, I'd tell. No, I'd keep it a secret.

g) You play a musical instrument so well that you win a prize.

Yes, I'd tell. No, I'd keep it a secret.

h) You are named "most beautiful" or "most handsome" in a contest.

Yes, I'd tell. No, I'd keep it a secret.

i) You save someone's life.

Yes, I'd tell. No, I'd keep it a secret.

2. Is there one thing on this list that you would want people to find out about you, but only from someone else?

Write the letter from that statement here _____.



SMALL GROUP WORK

1. In your groups, compare your answers to the questions in the Individual Work.
2. Is bragging always bad? Discuss it as a group, and decide your group's answer. You should have at least two reasons to support your group's answer.

Worksheet 21: The Odyssey

INDIVIDUAL WORK

Imagine that a woman runs into a burning house. Below are some of the reasons she might give for doing that. Check the box for each reason that seems silly to you.



- She is trying to save her mother.
- She is trying to save her dog.
- She is trying to save her tropical fish.
- She is trying to save a chair.
- She is trying to save a picture.
- She is trying to show how brave she is.
- She is trying to put out the fire.

SMALL GROUP WORK

In your small group, choose one of the examples that you marked as silly and make up an explanation so that reason no longer seems silly.



Worksheet 22: How Much Is a Son Worth?

INDIVIDUAL WORK



1. You have been a participant in many Touchpebbles discussions this year. Pick one new skill you had to learn so that you could help make the discussions successful. Check any skills you have learned to do in class. If you have also used one or more of these skills outside class, such as at home, underline that skill or skills.

- Listen carefully.
- Give reasons that support my ideas.
- Ask questions that might not have easy answers.
- Think about other people's ideas.
- Stop interrupting people when they are speaking.
- Help other people get into the discussion.
- Not expect an adult to tell me all the answers.

2. Something I've learned that is not on this list is:

SMALL GROUP WORK



1. What have you learned in Touchpebbles discussions? As a group, list two things that you have learned in your Touchpebbles class. They can be either skills (things you have learned how to do) or ideas that you came up with during discussions.

a)

b)

2. Do you use either of the things from question 1 with your friends or in any other ways outside of school? Explain how you do or do not use them outside school.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 23: Images of Waves

INDIVIDUAL WORK



1. If you wanted to make a movie about the prince's kidnapped son (Lesson 22), would it be better to do it as—
 A movie with real people? An animated cartoon?
2. If you wanted to make a movie about how bears live (how they fish, eat, sleep, play, grow up, and so forth), would it be better to do it as—
 A movie with real animals? An animated cartoon?
3. If you wanted to make a movie about the story of the lion and the mouse (Lesson 5), would it be better to do it as—
 A movie with real animals? An animated cartoon?
4. If you wanted to make a movie about your family so that people would know how you really live, would you do it as—
 A movie with real people? An animated cartoon?

For each of these questions, be ready to give a good reason for your choice.

SMALL GROUP WORK



1. Compare your answers to the questions from the Individual Work.
2. Make a list of what things animated cartoons (like a Disney® movie) do best and a list of what things movies with real actors do best.

Worksheet 24: About Lying

INDIVIDUAL WORK



Put a “✓” next to the situations below that you think are lies.

- 1. Jamaal asks Joe how to get somewhere, and Joe tells him he thinks it's to the left. Later Joe discovers it was to the right.
- 2. Rashid asks Carolina whether she likes what he is wearing, and she says yes even though she doesn't.
- 3. A bully asks John where John's best friend is. John knows but says he doesn't know.
- 4. Mr. Washington catches Francis looking at Pat's test paper, but Francis denies it.
- 5. In a discussion, Tobias repeats what other people have said instead of saying what he thinks.
- 6. Erica broke a school window with a rock, and David saw her do it but doesn't say anything to anyone.
- 7. José broke a friend's favorite toy but says he didn't do it.
- 8. Michael is having trouble in school. Mrs. Chen, the teacher, tells him that he will succeed if he studies hard.

SMALL GROUP WORK



1. Share your answers from the Individual Work and agree as a group on which example from above was the most serious lie. Explain why your group made that choice.

2. Agree on which example most clearly was not a lie. Explain why your group made that choice.

Worksheet 25: The Man Who Thought He Could Do Anything

INDIVIDUAL WORK

Check the box that describes the best way for you to do the following activities.



	By myself	With help from others
a) Learning to play tennis	<input type="checkbox"/>	<input type="checkbox"/>
b) Learning to run long distances	<input type="checkbox"/>	<input type="checkbox"/>
c) Learning to draw pictures	<input type="checkbox"/>	<input type="checkbox"/>
d) Learning to cook	<input type="checkbox"/>	<input type="checkbox"/>
e) Learning to fish	<input type="checkbox"/>	<input type="checkbox"/>
f) Learning to ride a bike	<input type="checkbox"/>	<input type="checkbox"/>
g) Learning to read	<input type="checkbox"/>	<input type="checkbox"/>
h) Learning to shoot a basketball	<input type="checkbox"/>	<input type="checkbox"/>
i) Memorizing a list of important dates	<input type="checkbox"/>	<input type="checkbox"/>
j) Practicing an instrument	<input type="checkbox"/>	<input type="checkbox"/>
k) Learning to write neatly	<input type="checkbox"/>	<input type="checkbox"/>

SMALL GROUP WORK

Share your answers with one another. If you disagree with another student on an answer, explain the reasons for your choice.



Worksheet 26: Robinson Crusoe

INDIVIDUAL WORK

Robinson Crusoe begins a list of bad and good ways of looking at his life alone on the island. He has finished the first two. Complete the next two things listed in the “Bad” column by finding a way to see them as good things.



Bad	Good
1. I have no clothes to cover me, but...	this island is in a warm part of the world, so I don't need any.
<hr/>	
2. I am alone and have no one to speak to, but...	at least no one ever argues or disagrees with me.
<hr/>	
3. I have no friends here, but...	
<hr/>	
4. Many things that I like to eat I can't find or buy here, but...	



SMALL GROUP WORK

1. Share your answers from the Individual Work with your group members.
2. Take a few minutes to think about your own experiences. Then work together to find one thing that you think is always good and cannot ever be seen as bad. Also think of one thing that is always bad and is never seen as good.

Always good:

Always bad:



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.

Worksheet 27: Narcissus



INDIVIDUAL WORK

1. Some of the following people may be like Narcissus—in love with themselves without even knowing it. Check the one who you think is most like Narcissus.

- a) Teresa only likes people who think the same way she does.
- b) Sasha only plays with people who dress and look like she does.
- c) When Jamie listens to you, he only really pays attention to what he agrees with.
- d) Joey is always very worried about whether people like him.
- e) Rhonda only wants her friends to say nice things to her.

2. Why do you think the person you picked is most like Narcissus? Write your reason here.



SMALL GROUP WORK

As a group, agree on which person from the Individual Work is the most like Narcissus.



INDIVIDUAL WORK, PART 2

2. What are the customs (the things you all do successfully) in your Touchpebbles class? Mark the boxes with a “✓.”

- Never raise hands
- Don't interrupt people when we want to talk
- Listen with respect
- Help others get into the discussion
- Laugh when someone says something silly

(Write down one more) _____

Worksheet 29: A Map of Iceland



INDIVIDUAL WORK

1. A friend is coming to see you at your house but she has never been there before. You will draw a map for your friend so she does not get lost. Read the features below and think about what your map should include to get your friend safely to your house. For each question below, you can check one or more boxes.
 - a) How will your friend know it's your house or apartment building?
 - color
 - street number can be seen
 - near other houses or buildings
 - unusual parts of the house such as a dirt driveway, porch, flower garden, garage, large parking lot, etc.
 - trees or bushes in front
 - b) How will your friend get there?
 - car, so roads need to be drawn
 - on foot, so walking route needs to be shown
 - bike, so bike route needs to be shown
 - c) Are there any very big buildings, hills, or rivers nearby that your friend will see and know that he or she is close to your house?
 - churches or schools or large stores
 - hills, river, lake, or some other natural feature
 - d) Is there anything your friend should be careful about?
 - big dogs or other animals
 - broken sidewalks or holes in the streets
 - lots of traffic
2. On a separate sheet of paper, draw a map of the area around your house or apartment building. Your map should cover about two blocks or enough so it is useful for your friend. Put the things you checked in question 1 on your map as well as any other important details.

PAIR WORK

Take your partner's map and try to read it as best you can. Point out things that seem unclear to you and ask your partner questions about why he or she drew his or her map that way. Be sure that both of you take time to understand each other's map.



Worksheet 30: The Histories



INDIVIDUAL WORK

1. Which of the Persian customs make sense to you?

a) Persians have no buildings for religious purposes

Makes sense Doesn't make sense

b) Persians pray on mountain tops.

Makes sense Doesn't make sense

c) Persians have less respect for nations that are far away from them.

Makes sense Doesn't make sense

d) Persians most respect a man who has many sons.

Makes sense Doesn't make sense

e) Persian boys learn only to ride, shoot an arrow, and tell the truth.

Makes sense Doesn't make sense

f) Persian boys under five years old don't ever see their fathers.

Makes sense Doesn't make sense

g. Persian kings cannot execute anyone for just one crime.

Makes sense Doesn't make sense

2. Here are some of our own customs. Which ones do you think the Persians would like?

a) We mostly teach boys and girls the same things.

Persians would like Persians don't like

b) People can choose whether or not to observe a religion.

Persians would like Persians don't like

c) We show the most respect to nations that share our political system.

Persians would like Persians don't like

- d) We tend to respect people who help others.
 Persians would like Persians don't like
- e) We do not always punish people who tell lies.
 Persians would like Persians don't like
- f) We let people borrow money for many reasons.
 Persians would like Persians don't like
- g) Children can be raised by one or more parents or care-givers
from birth
 Persians would like Persians don't like

SMALL GROUP WORK

Share your answers to questions 1 and 2 in the Individual Work and agree on what customs the Persians would like.



APPENDIX D

1. Make a mark below for each time that someone speaks. There are 72 marks below in three rows of 24.
2. How many students are in the discussion today?
3. How many spoke?
4. Of the students who did not speak, did they look interested? How could you tell?
5. Of the students who did speak, did they usually speak to everyone in the whole group, to the teacher, or to the same students? How could you tell?
6. How can the group improve in the future?
7. Because you were an observer and were not part of the discussion, do you think the discussion would have gone any differently if you had not been there? If so, how?



APPENDIX E

Student Observation Sheet

You will observe your class during their discussion today. You will need to pay careful attention so you can answer the questions on this sheet when the discussion is finished.

Today's date is: _____ Your initials are: _____

Read each statement and decide if it is true or false. Put a check under your answer. Then write the reason why you chose that answer.

1. **One or two students did most of the talking.**

True or False

Reason for your answer: _____

2. **Most students spoke during the discussion.**

True or False

Reason for your answer: _____

3. **The class followed the Touchstones ground rules.**

True or False

Reason for your answer: _____

4. **The students listened to each other and were respectful.**

True or False

Reason for your answer: _____

5. **Students encouraged quieter members to participate in the discussion.**

True or False

Reason for your answer: _____

6. **When students spoke, they looked at their classmates and not the teacher.**

True or False

Reason for your answer: _____

7. **Students asked questions about what was being said during the discussion.**

True or False

Reason for your answer: _____

APPENDIX F



Student Self-Evaluation

1. Now you will evaluate, or grade, your participation in Touchpebbles today. Think about your participation and give yourself a grade using the numbers 1 through 10. A “1” means that you did very poorly. A “5” means that you did okay. And a “10” means that you did an excellent job. You can give yourself a grade using any number from 1 through 10, but you must have a reason for choosing that grade. Write your score in the space provided.

Very Poor		Poor		Okay		Good		Excellent		
1	2	3	4	5	6	7	8	9	10	_____

2. Why did you rate yourself that way?
3. What can you do to improve your participation?
4. What can you do to improve the discussions overall?
5. If you do not speak at all or speak only a little during the discussion, why? Choose one of the answers below or provide your own explanation.
 - a) The texts are too hard.
 - b) Too many people talk at once.
 - c) I don't know what to say.
 - d) I prefer to listen.
 - e) I have a hard time expressing myself clearly.
 - f) Other _____
6. Think about your participation and choose one thing that you would like to improve. Write your goal here and include one thing you can do to reach that goal.



APPENDIX G

Touchpebbles Student Checklist

In Touchpebbles...

	Never	Sometimes	A lot
I talk to the whole class.	☹	☺	☺
I listen to my classmates.	☹	☺	☺
I ask questions.	☹	☺	☺
I explain how I get my ideas.	☹	☺	☺
I am quiet while others are talking.	☹	☺	☺

	Agree	Disagree
I'm a good listener.	☺	☹
I learn from my classmates.	☺	☹
I work well with my classmates.	☺	☹
I do not interrupt.	☺	☹

APPENDIX H



Student Discussion Evaluation

Think about your class discussion. Then read this list of statements. Put a “T” next to statements that you think are true. Put an “F” next to statements that you think are false.

Some people talked too much. _____

My classmates worked well together. _____

We interrupted each other often. _____

We showed each other respect. _____

Many students talked during the discussion. _____

Now think about your discussion again. What score would you give it?

Use this to help you:

Write your score here: _____

5 = excellent

4 = good

3 = okay

2 = not good

1 = terrible

Write the reason that you gave your discussion that score.



APPENDIX I

Student Strategy Sheet

Directions: In small groups, brainstorm what to do in the following situations. Write a short response in the space below each situation.

What do you do or say during a discussion when—

1. you don't understand what someone is saying?
2. you think that what someone is saying doesn't make much sense?
3. you agree with what someone is saying and you want to add something?
4. you weren't paying attention to what was being said, but now you want to know what's happening in the discussion?
5. you disagree with someone?
6. the same person has been talking a long time or many times during a discussion?

7. you notice that a student keeps getting cut off or interrupted?

8. you can't hear the speaker because he or she is speaking too softly?

9. you can't hear the speaker because other students are talking or making noise?

10. other students continue to cut you off?

11. someone misunderstands what you just said?

12. a student wants to speak but cannot find a way to enter the discussion.