

SECTION ONE



BEGINNER LEVEL

LESSON THREE THE LONG CONVERSATION

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*“You can’t imitate yourself.
There is only one version of you.
So find out who you are, and your children will then see the finest
example of one who knows what self identity is all about!”*

THE LONG CONVERSATION

(An overview)

GOAL: The child will demonstrate the ability to have a Long Conversation with the Conversation Coach or peers four out of five times with the use of the Conversation Stones. In order to successfully achieve a Long Conversation, the child will make Meaningful Eye Contact and will respond to or initiate a Greeting, a Conversation Starter, 2-4 Topics of Conversation, a Conversation Stopper, and a Farewell.

MATERIALS:

- Conversation Stones
- Dry-erase marker
- Ball

The Long Conversation is the most complicated conversation that a child will learn in the *CMC* program. It includes: The Greeting, the Conversation Starter, the Topics of Conversation, The Conversation Stopper, and the Farewell. The Topics of Conversation is the section where individuals usually discuss topics of interest, make comments, ask questions and use topic changer words/phrases.

The specific purpose of this lesson will be to address skill development with initiating and maintaining topics of interest. At first, the children will practice initiating or answering questions in relation to 2-4 common topics of interest (i.e. sports, hobbies, video games, etc). As they become more skilled with this task, a greater variety of their own topics and their peers' topics will be introduced.

Comments (i.e. That's cool!), questions (i.e. Wh Questions and Interrogative Reversals) and the use of Topic Changers (i.e. "On a different topic...") will be encouraged but not expected at this level. These specific conversational features will be focused on in the Intermediate Level of the *CMC* program.

NOTE:

SPECIAL NEEDS: This lesson may be suitable for special needs children with intellectual disabilities; however, the variety of topics and the amount that the children say on those topics may be limited. For more information about the use of this lesson with special needs children, please refer to Section Two of this manual.

MEANINGFUL EYE CONTACT: Meaningful Eye Contact will continue to be an essential part of the *CMC* program; however, it is anticipated that, by this level, most children should be using it in a functional/appropriate manner.



LESSON THREE

THE LONG CONVERSATION

INTRODUCTION

Signs to consider in this lesson: yellow (for the Yellow Conversation), short (for the Short Conversation), long (for the Long Conversation), hello, goodbye, start (for the Conversation Starter), stop (for the Conversation Stopper), question, comment, answer, think, know, don't know.

Today, we are going to practice having Long Conversations. They are my favorite, because we get to learn about each other as we talk about things that are important to us. For example, my favorite things to talk about are ____ and _____. They are my favorite topics, because _____. Topics are things that we like to talk about. What are some of your favorite topics?

You will have the Hello, Conversation Starter, Conversation Stopper, Topics of Conversation and Goodbye Conversation Stones on the floor in front of you. Have the children sit on chairs in the shape of a semi circle. Leave yourself enough room to be able to move along the stones and beside them.

BASIC TRAINING

As you will notice, I have added some small stones to our Conversation Path. These new blue ones are called the Topics of Conversation stones. (Pick up the blue stone pieces.)

Andrew, what are two of your favorite topics? What kinds of things do you like to talk about?

(Using your black marker, draw a picture or write a word for the child's preferred topics on two of the blue stone pieces.)

David, what are two of your favorite topics? (Using your black marker, draw a picture or write a word for the child's preferred topics on the remaining two blue stone pieces.)

Take Andrew's two small pieces of blue stone, and place them back in between the Conversation Starter and the Conversation Stopper. Go to the beginning of the Conversation Path, pick up your ball and start a conversation with Andrew.

Andrew, let's have a Long Conversation using the topics you've chosen! If Andrew's topics of interest included football and going to the movies, a Long Conversation could look like the example provided below: (SEE NEXT PAGE)

The following is a sample dialogue:

YELLOW STONE	Hi, Andrew! (Andrew responds.)
GREEN STONE	How's it going? What have you been up to lately? (Andrew responds.)
BLUE STONE	<p><i>(Look down at the football topic card and move over beside it.)</i> Hey, Andrew, when do you have your next football game? (Andrew responds.) Cool! I hope that I can come out and watch you! (Andrew responds.) How is your team doing this season? (Andrew responds.) That's awesome! I hope that you take the championship! (Andrew responds.) <i>(Look down at the other topic card, and then move over beside it.)</i></p> <p>Hey, Andrew? (Andrew responds.) I was just wondering if you were going to the movies tonight? (Andrew responds.) Which movie are you going to see? (Andrew responds.) Me, too! Do you want to go with me? (Andrew responds.) Great! I'll call my mom and make sure it's okay for her to take us. (Andrew responds.)</p>
RED STONE	Well, I'd better get back to class. Have fun at the football game! (Andrew responds.)
YELLOW STONE	See you later tonight! (Andrew responds.)

And that is as easy as it gets with a Long Conversation. Before we all start practicing, I am going to show you how we can have a Long Conversation with a group of people.

Put David's examples on the floor, and wipe off Andrew's topic words. Then ask two other children to tell you one of their preferred topics. Write their preferred topic on one of the stones. You can choose whether or not you want to use the ball in this role-play.

The conversation may go as follows:

YELLOW STONE	Hey, kids! (Children respond.)
GREEN STONE	How are you doing? (Children respond.)
BLUE STONE	<p>That's great! <i>(Look down at the blue stones, and step over beside one of them. Start your conversation with the child who picked that topic. Once you have taken 3-5 conversation turns with the child, look back to the floor, step over to another stone and start a new discussion on the new topic with the child who selected it. Repeat this pattern of engaging in short discussions with the children about their preferred topics of interest. Model appropriate use of comments, questions, and topic changers as you shift from one topic to the next. Once all of the topics have been discussed, move to the red stone.)</i></p>
RED STONE	Well, it's been great to visit with all of you! (Children respond.)
YELLOW STONE	Have a great day! (Children respond.)

PRACTICE RUN AND ROLE-PLAYS

Once the children have practiced their Long Conversations in a group setting, the Conversation Coach may have them work in pairs. To do this, the children can cut out their own conversational stones. They can write down their favorite topics on the blue piece and then place their Conversation Path on their desk. They can then have a conversation with their peer. Once this activity is done, the Conversation Coach may then ask the children to report back to the group about what new information they learned from their peers! This “new information” may be helpful for the children to remember when practicing their Long Conversations in future lessons!

HELPFUL HINTS...

1. Words can be written, pictures can be drawn OR objects can be placed on the blue Topic of Conversation stones.
2. Signing is optional but encouraged. You will use it to provide visual support for the children as they become familiar with the vocabulary used in the program. The most frequent signs you may use in this lesson will include the following: long, short, question, ask, comment, think, know or don't know.
3. When stepping on the stones, glance down at them to demonstrate that you are getting information from them. By this role model, your children will see that they can do the same thing.
4. When engaging in a conversation with a child, remember to make Meaningful Eye Contact with them.
5. When working in a small group or classroom setting, look for the child with the stronger language skills to use when introducing a new concept so that the children with weaker language skills can have someone to model after.
6. If you have a child who talks when not holding the ball, you can simply shake your head and put your finger to your lips as you look at them. Point to the ball and then to yourself as you nod your head to indicate that you are the person who should be talking. You may also say and use the sign for “Wait, please.” if the child needs more direct instruction.
7. If you have a child who responds inappropriately to a question, you can shake your head, look confused and ask the question again. If the child still doesn't know how to respond, model the desired response with another child. Then repeat the activity with the original child. Think of this as a game of charades. You will be using oral language; however, you want the children to learn to watch so that they can watch to learn.
8. The children will have many opportunities to practice their Long Conversations on the Conversation Path from Lesson Three to Lesson Nine. Your role in these lessons will continue to be that of a conversation partner; however, you will begin to do more facilitation as the children practice their conversations together.
9. When the children are walking the Conversation Path, interruptions to the flow of the conversation should be limited; however, there are times when a child may not know how to proceed. In these moments, direct teaching from the coach or feedback from a peer may be provided.
10. Classroom management: There is a lot of movement required in the CMC lessons (i.e. conversation drills, seat work to floor time activities). There is also a need to sit quietly at times when you are the observer and not the active participant. The following strategies can be used to help the children stay focused and move efficiently through the lessons:

MOTIVATION: Though intrinsic motivation is preferred, sometimes an extrinsic reward may be considered. What might be an example of such a reward? Consider the example of a “paycheck.”

Discuss the concept of work and pay with the children. For example, adults go to work and get a paycheck for a job well done! In the CMC program, the children will have many jobs to do. They may be The Talker, The Sitter, The Listener, The Writer, The Thinker, etc. If they do their jobs well, then they can get a paycheck in the form of a special treat. The Conversation Coach might consider small flavored jellybeans, because they are tasty and colorful! If the children work hard in their lessons, they can get a treat at the end of the session. This will be a good opportunity for the children to practice an attitude of gratitude as they say “thank you” to the Conversation Coach when the treats are given out.

DISCIPLINE: At some point in a lesson, all teachers will find themselves in a situation where discipline is necessary. How do you handle discipline issues in a large group setting?

Example: Two children are chatting and not paying attention. In this situation, I might pose a question to the group to clarify what our job is in the activity (i.e. to be a listener, a writer, a talker). For example, “Right now our job is to be a listener while Mary is talking. Tell me three things that a good listener does?” Given the children’s feedback, then get the children to do a self-check. For example, “Great ideas everyone! Do a self-check. Are you doing these three things or is there something else you need to do?” I might then add a question to reflect on why the behavior is important for the group. For example, “Why is it important to be a good listener when we are working in a group?”

It should be stated that there are some children who learn better when they can move a little. In this case, you would provide an appropriate fidget item (i.e. squishy ball) for the child to use during your lessons.

TRANSITIONS: There can be a lot of movement within the lessons. How does one manage the movement in a large group setting?

Discuss the topics of goal setting and timelines. An effective goal setter is one who sets reasonable timelines to attain a goal. Apply this information to the lesson activities.

Example: If you have asked the children to move from the floor to their seats to do an assignment, help them state the goal (i.e. to get from the floor to the seats quickly and quietly). Discuss how long this task may take to complete. Get the students’ feedback on this. Then start the clock and have the children execute the task. Upon completion, discuss if the goal was set well and if the timeline was met. If not, what could be done differently next time? This simple strategy provides great room management. It has the added benefit of helping the children think about goal setting and time management.

FAIRNESS: The children love to walk the Conversation Path; however, they must take turns. How can the coach manage a large group of children to make sure that everyone can have a chance to do this activity?

Purchase some juice bar sticks, and let the children decorate them. Make sure they add their names! Put the sticks into a container. When it’s time to practice conversations, you can pick out two sticks, read the names and call the children up to the path. This is a way to make sure that everyone gets their turn!

FEEDBACK: How do the children evaluate their performance in their conversational activities?

Feedback can be provided orally, or you can use the self- and peer-evaluation forms found in the Supplementary section of the manual. The Conversation Superstar sheet is used for self-evaluations. The Three Praises + One to Think About is used for peer-evaluations. There will be multiple opportunities for the children to learn how to give and receive feedback throughout the Color My Conversation activities (i.e. walking the Conversation Path). The wonderful benefit in using the Three Praises + One to Think About strategy is that the children will have multiple opportunities to practice giving praise which is specific and criticism which is constructive!

WRAP UP AND HOMEWORK CHALLENGE

Today you have shown that you know how to have a Long Conversation. We will spend the next couple of weeks practicing these conversations, because they can be quite challenging to do. However, they are also fun, because we get to learn so much about each other!

Your homework challenge this week is to think about some new topics that you might like to talk about next time!

KEEP IT FUN

1. **Wall Display:** Extend your wall display by adding the blue Topics of Conversation stone to the middle of the Conversation Path.
2. **Collage:** Look through the photos you took from your other collages. Talk with the children about the situations where we would NOT typically engage in a Long Conversation (i.e. talking to the cashier at the check out line, talking with someone we have just met). Remove these pictures, and then use the rest to create The Long Conversation Collage. This visual image is a good way for the children to see that talking situations are reduced with the Long Conversation, because there are many times when we don't know the people well enough or we don't have time for longer chats.
3. **Sing:** Teach the children The Long Conversation Song. It is strongly encouraged that the songs in the CMC program be attempted regardless of the age of the children, because there is teaching information embedded within the lyrics. Should a child not appreciate the musical aspect of the songs, the Conversation Coach may choose to speak the lyrics without the music. The Long Conversation Song can be introduced wherever the Conversation Coach thinks best; however, it is preferred to introduce it earlier in the lesson as it may provide topic suggestions for the child to consider.
4. **Worksheets:** **THE LONG CONVERSATION AND ME** can be done in class or sent home as homework. The **HOW TO PRACTICE THE LONG CONVERSATION AT HOME** sheet can be sent home, if requested by the parents.
5. **Conversation Recipes and Scripts:** Look for images of people having Long Conversations, and have the children practice their conversation recipes and scripts.
6. **Walk the Conversation Path:** Continue having the children practice their Long Conversations on the Conversation Path.

7. **Mix and Mingle:** Allow about 5-10 minutes for this activity. Like the Meet 'n Greet, this exercise is a great way to start your day in a classroom or small group setting. Have the children get out of their seats and find someone to engage in a Long Conversation. The children can select the topic of discussion on their own, or you might select it for the whole group. When working with the older students, you might ask them to discuss a current event that they've just read about in the newspaper (i.e. world events, local community happenings). For the younger children, you will want to select common topics that all of the children will find easy to discuss (i.e. their pets, their families, school activities).

8. **Role-Plays:**

a. **Pre-select the Demonstration Role-Play**

Choose role-plays that are appropriate to the age of the children and their level of "need to know."

b. **Implement the Demonstration Role-Play**

- The role-play should be done by the adults and should demonstrate what "not to do" in a conversation.
- Try to practice the role-play before doing it in front of the children so that it can be executed smoothly.
- When you introduce it to the children say, "*Watch this conversation, and tell me what is wrong with it when we're done.*"

c. **Discuss the Demonstration Role-Play**

Once the role-play is finished, ask follow-up questions, and then redo the role-play to see how it could look:

- *What did Person A do wrong in that conversation?*
- *What would Person B think about Person A?*
- *How would you feel if that happened to you?*
- *What could Person A have done differently?*
- *How would that have made Person B feel?*

d. **Raise of Wisdom**

Consider a "Raise of Wisdom" motto that might match what the children have learned throughout the lesson activities and/or the individual role-plays. The Conversation Coach might add some mottos from the first two lessons as well at this point. For example, for the Yellow Conversation, a motto might be "Others think we are nice people when we remember to use our Yellow Conversations." For the Short Conversation, a motto might be, "We use chitchat when we want to have a chat with someone we've just met OR when we don't have much time and we see someone we know." For the Long Conversation, a motto might be, "Good conversationalists think about the topics that other people like to talk about." For more information about Raise of Wisdom, refer to the Supplementary section of the manual.

Role-Play (Examples)

The following is a list of some role-plays that could be considered for the Long Conversation Lesson.

These are only examples. They can be modified as best seen fit for the child's age and/or the learning environment:

- a) For all children: CHILD is having a conversation with another student about building blocks. CHILD appropriately shifts topic to tell about the new bike he just got for his birthday. The other student only wants to talk about building blocks and keeps coming back to that topic. For older children, the student keeps talking about video games when the other one is trying to move on to the topic of sports. In both cases, CHILD looks frustrated or disappointed.
- b) For all children: CHILD is having a conversation with another student about a cool animal show. Other student starts talking in detail about creepy spiders. CHILD looks visibly disturbed at the topic. For older children, one student is telling another STUDENT about his love of toy cars and trucks or another topic that might not be age appropriate. STUDENT looks uncomfortable and slightly taken aback.
- c) For all children: TEACHER is introducing a new unit on animals. A child keeps raising his hand to talk about personal stories on the topic when it is apparent that it is not the time for comments. For older children, a science lab lesson example could be used. In both cases, TEACHER looks frustrated.

- d) For all children: PARENT and a child are playing with toys. PARENT is trying to engage the child in a conversation about the toys. The child ignores her, grunts or offers a limited verbal response. PARENT gives up and walks away. For older children, PARENT is trying to have a conversation with the child about his day at school. The child ignores her, grunts or offers a limited verbal response. PARENT looks exasperated.
- e) For older children: STUDENT is talking with a friend about video games. The other student starts to go into too much detail about one of his favorite games. STUDENT looks bored and disinterested.

9. **Develop a Topic Library Poster:** We all have our favorite topics of interest. When we find others who share our interests, it is often a delight! We could spend endless hours chatting with them about these preferred topics. We will likely remember the fact that we share common interests with these individuals. The next time we see them, it is likely that we will engage them in conversation about these shared topics of interest.

As skilled conversationalists, we will also keep track of topics that others have which may not be of interest to us. When we see these individuals, we may chat about their preferred topics of interest. We will do this to show that we care about what is important to them.

Our brain has a tracking or filing system that we will use to remember this information when we engage in conversations with others. For some children, they are either unaware or have little interest in keeping “conversational data” on other people in their lives. However, in order for these children to become adept conversationalists, this awareness of others will need to be developed. One way that a Conversation Coach can accomplish this goal is by helping their children develop a Topic Library poster.

The Topic Library poster is a craft activity which allows the children to explore their own personal interests and those held by their conversation partners. It becomes a visual reminder of the preferred topics. The children can retrieve this information or data about their conversation partners when they see them. They can then be intentional in their conversations as they engage others more effectively on shared or unique topics of interest. Through this process, it is likely that their relationships will be positively influenced as others come to see the child as a person who a) is of interest and b) cares about them and their interests.

The Topic Library takes time to create; however, it is well worth the effort! It can be a powerful and valuable strategy to support the child’s ability to retrieve topics of conversation when dialoguing with others. The children will create their poster both during lesson time and as a home assignment. This learning strategy is intended for late primary/intermediate grade level students; however, a simplified version might be considered for the younger children.

This is how a Topic Library poster is developed:

STEP ONE: FILL IN AND COMPARE FORMS

- a. Have the children fill in the sheet entitled THERE IS ONLY ONE OF ME. This form helps the children start to think about those people who are in their every day lives. It also gets them to start thinking about the fact that they are unique because there is only one of them.
- b. Have the children fill in the sheet entitled MY TOPIC INVENTORY. This form helps the children start to think about those topics that they prefer. Some children may not be able to think of their Top 3 favorites. That’s okay! This is good information! It might springboard the children into considering some new interests!

You will notice that in the section entitled “Hobbies” that there is a qualifier regarding technology. For many children, technology has become their best friend and preferred topic of interest. In Color My Conversation, our goal is to help our children become diversified conversationalists who can engage others on a variety of topics.

As such, if the child lacks other hobbies, this can provide a good opportunity for them to consider some new areas of interest.

When the form is completed, have the children compare their MY TOPIC INVENTORY forms with others as they look for topics that they share and/or topics that they have which are unique. The TOPIC INVENTORY will be done in the learning setting (i.e. classroom, therapy room) and as a home assignment. The information retrieved will then be used to build the Topic Library poster.

STEP TWO: RESEARCH LIBRARIES

- a. Do a research activity to explore libraries around the world. Take time to look for a variety of images. Some countries have libraries with grand architecture! Other countries may have libraries with dirt floors and mud walls. Though developing “world knowledge” is not the primary goal in the Topic Library activity, this exploration is a good opportunity to promote discussion about different cultures and lifestyles with the children.
- b. Once you and the children have had a chance to explore these images, discuss the fact that libraries have an organized system with specific sections for specific needs. Explain that our brain keeps track of topics in much the same way as libraries keep track of books.

STEP THREE: BUILD THE LIBRARY

- a. Ask the children to sketch out a rough draft of what the library in their brain might look like on a piece of paper. The brain library should have four rooms or sections. They will be titled as follows: My Room, Friends Room, Family Room and Others Room (i.e. teachers, coaches, etc.).
- b. The children can use this draft to then create their final copy on a piece of poster board.

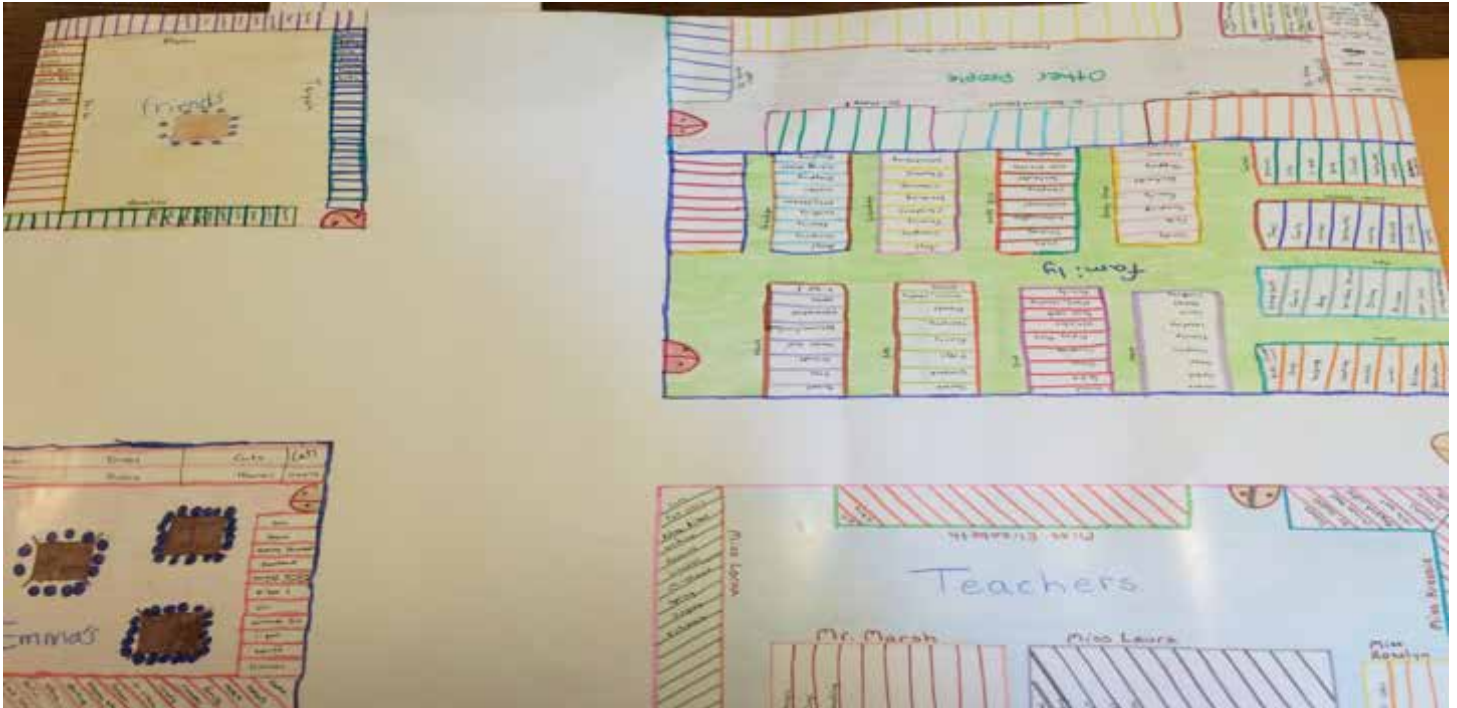
STEP FOUR: FILL THE ROOMS

- a. The children can use the **THERE IS ONLY ONE OF ME** sheet to help them think of the people in their lives. They can write the names of these individuals in one of the four rooms.
- b. They can then start to chart in those topics that are of interest to these individuals based on the data they have collected from the **MY TOPIC INVENTORY**. The way this is done will be up to the individual child. Some may cut out magazine images and paste them near the persons name or photograph. Others may draw individual bookshelves for the people and then write their preferred topics of interest on the books themselves. There is no right or wrong. Each library will look unique. The children should be encouraged to design their Topic Library the way they best see fit!

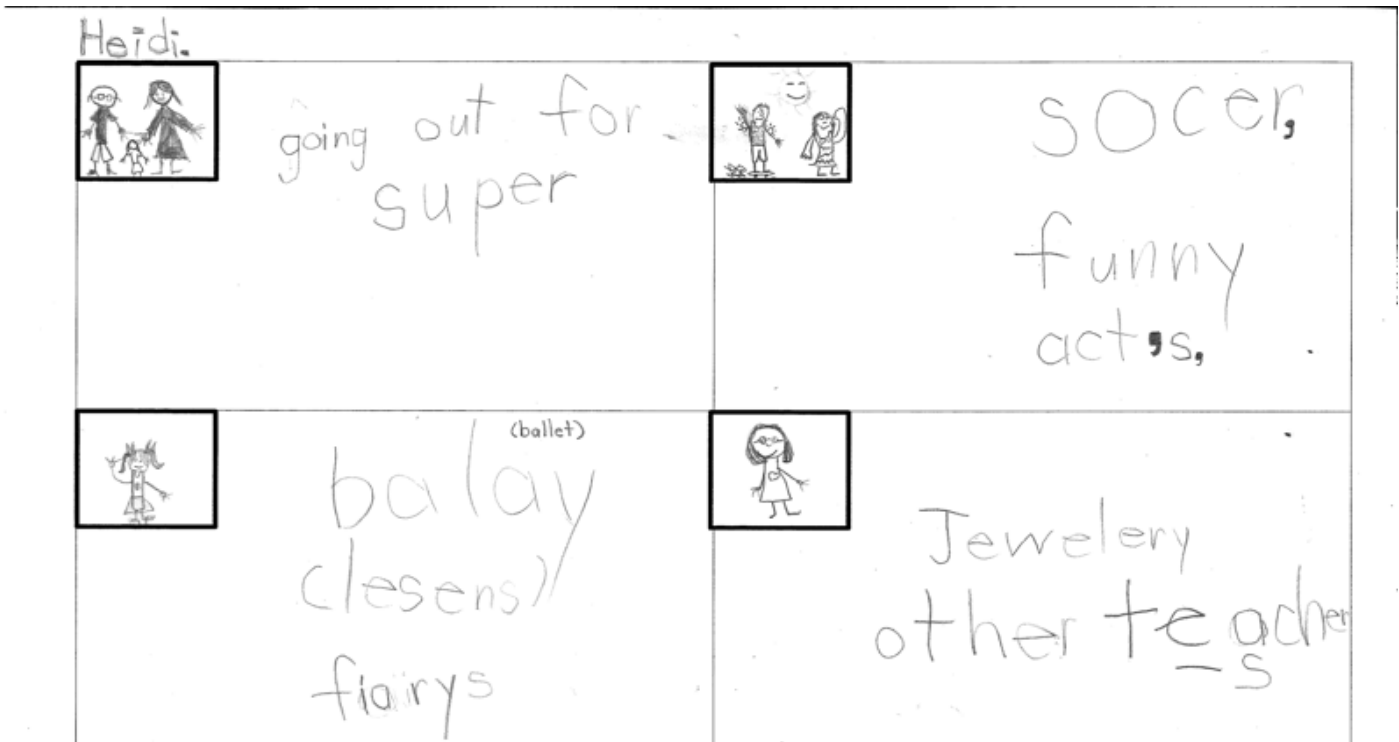
NOTE:

- The Topic Library is an activity that can be done more than once. For example, the Conversation Coach may have the child develop a new poster at the beginning of each year, because the child’s interests will vary from year to year. In addition, the people in the child’s life may change and/or the topics that they prefer may change over time as well.
- To simplify the concept of the Topic Library activity for younger children, the coach might have them draw a picture of their home. The children might then draw pictures of their family members in the rooms of their home. They would then look for pictures of their family’s favorite topics and glue them beside the individuals.

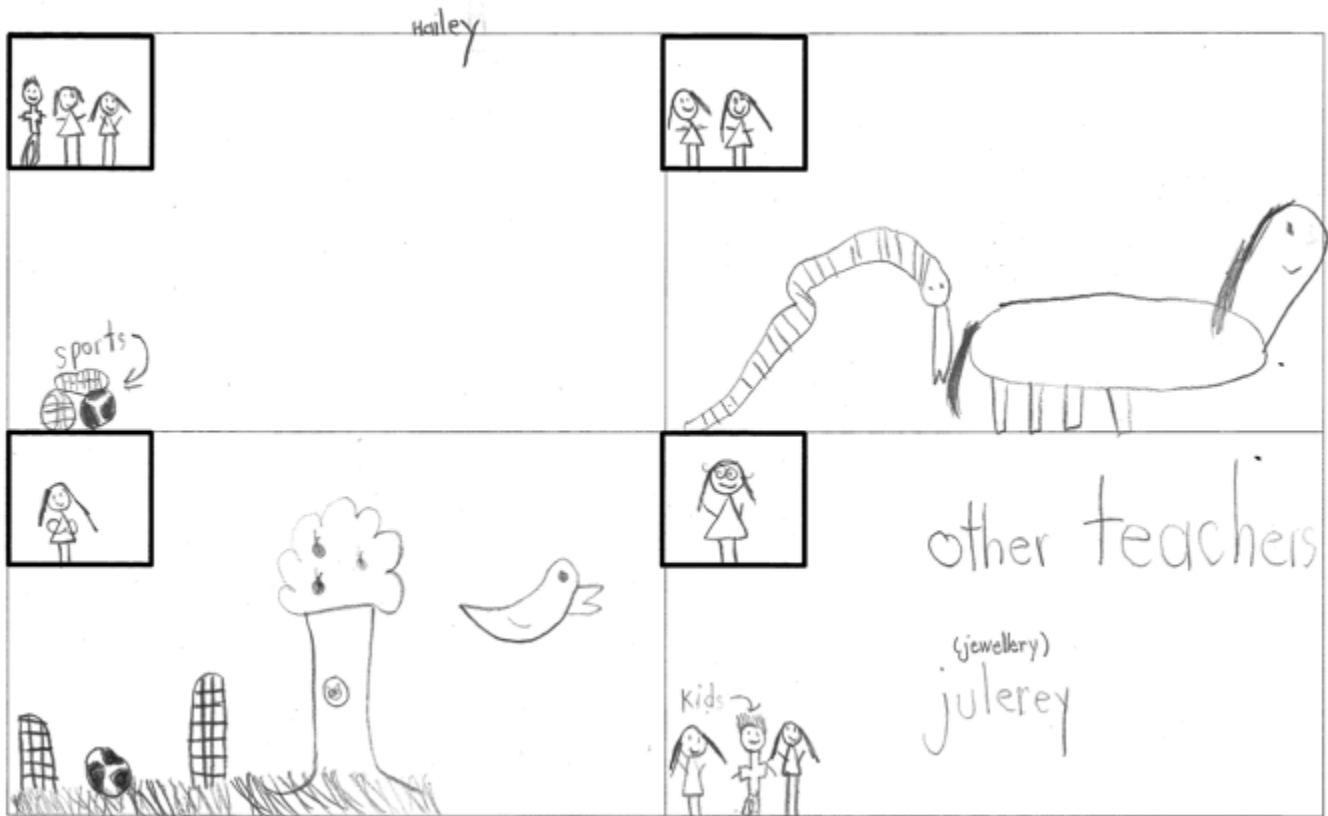
- Your goals for developing the Topic Library may include the following:
 - To develop self-awareness.
 - To develop an awareness of others.
 - To increase a sense of curiosity for others and their topics of interest.
 - To expand an individuals personal topics of interest.
 - To develop of a sense of community in building personal relationships.



SAMPLE: Topic Library Poster – Grade Five Student



SAMPLE: Topic Worksheet – Grade One Student



SAMPLE: Topic Worksheet – Grade One Student

DISCUSSION:

1. What key words might sum up Lesson Three? They would be **EXPLORE** and **DISCOVER**.

One of your initial goals, in this lesson, is to explain what the word “topic” means. Once you’ve accomplished this goal, singing or speaking the Long Conversation song is a great interactive activity to do with the children so that they can hear a variety of topics being called out by their peers. As they hear the examples of possible topics of interest, they can then start to imagine which topics might be of value to them.

Moving on to the **MY TOPIC INVENTORY** then allows the children to **EXPLORE** and consider some of their favorite things (i.e. food, hobbies, sports, music genre). This path of self-exploration moves the children to more deeply consider what their preferred topics of interest might be (i.e. swimming, reading, pop music). Once they have connected with this level of self-awareness, you can emphasize some key points. For example:

- We are all unique, because there is no one exactly like us!
- We all have different kinds of interests that can make us unique and a person of interest.
- Sometimes others may share our topics of interest. That’s awesome, because we can then remember this fact and have conversations with them on topics that we will mutually enjoy.
- Sometimes others have topics of interest that are not like ours. That’s awesome as well! This gives us the opportunity to learn more about our conversation partners.

Once the **MY TOPIC INVENTORY** has been filled in by each individual, the children can compare their forms with others as they look for those who have “shared” or “unique” topics of interest. Often the discussions that emerge from this exercise help the children **DISCOVER** new friends who share their interests and/or new friends who have a topic of interest that they might want to learn more about. Either way, relationships can be fostered through this level of self-awareness and awareness of others.

The **THERE IS ONLY ONE OF ME** form is a great worksheet to help the child think about the people who are most directly involved in their lives. This information will also help the Conversation Coach discover other individuals who might be incorporated into the exercise of building the child’s Topic Library.

In summary, Lesson Three is rich with opportunities for the children to learn more about themselves and others. Lesson Three is also a good time to consider implementing the Raise of Wisdom strategy provided in the Supplementary section of the manual. Raise of Wisdom is a practical and tangible way for the children to learn some principals surrounding problem solving and character development. If this strategy is implemented early in the program, it is likely that the children will have gained some great coping strategies by the time the program is completed.

2. What key areas might be focused on in Lesson Three? The Conversation Coach may choose to focus on many areas including the following:

- a. Increasing vocabulary. The Conversation Coach may be targeting vocabulary separately from the program; however, opportunities to expand word knowledge will come up naturally as new topics are introduced into the conversations.
- b. Improving grammar.
- c. Improving syntax.
- d. Improving problem-solving skills.
- e. Increasing a sense of curiosity. As the Conversation Coach models what it means to be a “curious learner”, it is hoped that the children will grow in their own desire to do the same. Specifically, it is hoped that they will have an increased desire to want to learn more about the people in their lives.
- f. Improving self-awareness. Through the Topic Library activities, the children will have the opportunity to reflect on the people and things that are of value to them.
- g. Improving awareness of others. Through the Topic Library activities, the children will have the opportunity to consider what is of value to others.
- h. Improving the ability to talk about personal topics of interest. It is one thing to be able to know what you like and another thing to be able to discuss it. As the children practice their conversations on the path, it is likely that they will enjoy multiple opportunities to engage in conversations with others on their preferred topics of interest.
- i. Improving the ability to engage another person on their preferred topic of interest. In Lesson Three, the children will be encouraged to ask at least three questions on a given topic for this purpose. In later lessons, additional strategies will be introduced to help the children learn how to be engaged listeners.



LESSON THREE TEACHING TOOLS

LONG CONVERSATION



Illustrations of CMC Color Coded Conversation Path

LONG CONVERSATION



MY TOPIC INVENTORY

We all have our favorite things! In the spaces below, fill in **THREE** examples of those things that are your **FAVORITES!**

EXAMPLE: Sports

Soccer, baseball, basketball

Sports _____

Books _____

Games _____

Movies _____

T.V. Shows _____

Music _____

Places _____

Fruit _____

Vegetable _____

Treats/Snacks _____

Restaurant _____

Holiday _____

Season _____

Hobby _____

(Technology should only count as one choice)

Other Examples _____

(Types of Pets, Wild Animals, Rainy Day Activities)

HOW TO BUILD - MY TOPIC LIBRARY

The information below will tell you how to fill in the rooms for your Topic Library!

MY ROOM

The first room is just for you. This room will never change, because there is one thing for certain, and it is this - for the rest of your life, you will always live with yourself. In MY TOPIC INVENTORY, you explored a number of topics of interest that are special for you. Sometimes these areas of interest will stay the same for the rest of your life. Sometimes they might change as you grow older. That's okay! Most people will have many areas of interest in their lifetime!

FAMILY ROOM

The second room is for your family. The people who fill this room may or may not change as you get older. Their interests may or may not change as well. It is good to know our family's areas of interest. Knowing what is important to our loved ones builds a sense of community. It can make our families stronger, because it shows that we care.

FRIEND ROOM

The third room is for your friends. Sometimes, we have a friend for a lifetime. Sometimes our friends might change as we get older. That's okay. Often our friendships are built around our areas of interest. It is good for us to know our friends areas of interest – It can make our friendships stronger, because it shows that we care.

OTHER ROOM

The fourth room is for the other people in your life. The people in this room will likely come and go throughout your lifetime. For example, right now you might have teachers and coaches that you see frequently. As you get older, it may be the people that you work with. It is good to pay attention to the topics of interest of others, because we can have conversations with them when we see them. Most importantly, it shows that we care!

DIRECTIONS: In all of the rooms, you can write words, draw pictures, cut out magazine images or use photographs to build your Topic Library. This is your personal brain library, so you can design it as you best see fit! Fill in the information for your Personal Library of Interests by following the steps below:

- STEP ONE:** In MY ROOM, write some of your favorite topics in this section of the library.
- STEP TWO:** In FAMILY ROOM, write the names of your family members on a shelf, and then add some of their topics of interest beside their name.
- STEP THREE:** In FRIEND ROOM, write down the names of your friends on a shelf, and then add some of their topics of interest beside their name.
- STEP FOUR:** In OTHER ROOM, you might write down the name of your teacher or your coaches. Then add some of their topics of interest beside their names.

EXAMPLE:

MY ROOM	FAMILY ROOM	FRIEND ROOM	OTHER ROOM
<i>My name race cars, swimming at beach, science projects</i>	<i>Sister Hannah cats, toys, color pink Brother Mike bike, skateboard, music Mom Anna sewing, cooking, working</i>	<i>Tim Hopkins soccer, guitar, comics Sue Green dance, color red, fun clothes</i>	<i>Coach Robbins basketball, hiking, reading Piano teacher theatre, choir</i>

THERE IS ONLY ONE OF ME

There is no one quite like you! In the spaces below, write down the names of those people who are lucky enough to know you!

Parents

Brothers

Sisters

Cousins

Aunts

Uncles

Grandparents

Friends

Teachers

Coaches

Others

I am Unique

On the lines below, write down two things that you think make you the **Special** and **Unique YOU** that you are!

I am unique, because I am the only person who...

1. _____

2. _____

THE LONG CONVERSATION AND ME

Long conversations are as loooong as we want them to be! All that we need is the **TIME**, the **PLACE**, and something to talk about. Things that we like to talk about are called **TOPICS**.

Some of my favorite topics are:	
EXAMPLES: FOOTBALL	MUSIC
MY DOG	VIDEO GAMES

Some of my favorite people to have a long conversation with are:	
GRANDMA	BEST FRIEND
UNCLE FRANK	NEIGHBOR

Some of my favorite places to have a long conversation are:	
RESTAURANT	KITCHEN TABLE
PLAYING OUTSIDE	PLAYGROUND

THIS IS WHAT A LONG CONVERSATION LOOKS LIKE TO ME!

On the back of this worksheet, draw a picture of what you think of when you imagine a Long Conversation!