

## Sample Discussion

In this sample discussion, the teacher uses *Seeing Reason* to document understanding of cause-and-effect relationships relating to recess.

Teacher: Today we'll be talking about how we spend our time on the playground. Let's start with this idea, What should happen with others at recess time?

Student: We should all get along.  
[Create a factor: "getting along".]

Teacher: Let's write what we mean by that. Anyone?

Student: That means we all have a good time and nobody fights.  
[Record this in the factor description field.]

Teacher: Now let's talk about how we can get along or the things that keep us from getting along.

Student: We can share balls and jump ropes.

Teacher: [Make "sharing balls and jump ropes" a factor.]  
So sharing helps us to get along? I'll connect these two ideas.  
[Select sharing balls and jump ropes. Make positive (blue) link to "getting along."]  
What else affects us getting along?

Student: Not taking turns is a problem.  
[Create a factor "not taking turns," and describe it in the factor description field.]

Teacher: Why is not taking turns a problem? What happens when we don't follow the rules?

Student: It isn't fair, and sometimes there is fighting.

Teacher: Let's write that down.  
[Create factor: "fighting."]  
Let me see if I have this right. When we don't take turns, people fight, then they are not getting along. Right? Let's connect those up.

[Students watch you make these relationships between factors: as not taking turns, increases, fighting increases. As fighting increases, getting along decreases].

Teacher: Fighting REALLY effects getting along in a negative way. In a little while I want you to think about how we can solve problems like not taking turns. Right now, let's add some more ideas to our map.

