

# What Is a Compromise?

## K - 2

Using a real-life scenario from the examples below (or create your own), have students practice making a compromise. Direct students to work together to determine the compromise for each scenario. Next, have students draw or write the definition for the word compromise as they complete a word splash.



### ***Scenario 1:***

Imagine two friends are at the playground. Friend A really wants to play tag, but Friend B really wants to play soccer. How can they find a way to play together?



### ***Scenario 2:***

Imagine two friends are making a puppet show. Friend A really wants to be the cat, but so does Friend B. How can they find a way to play together?



### ***Scenario 3:***

Imagine two friends are at the drawing table. Friend A wants to draw a red animal, but Friend B wants to draw a blue animal. How can they find a way to play together?

## Instructions

- Ask the following open-ended question:  
*Why is it important to compromise while playing with others?*
  - Explore the concept of compromising and how it is important when working and playing together.
- Review the vocabulary word compromise.
- Have students say the word compromise multiple times.
- Direct students to create a **Word Splash** with the word compromise (modify activity as needed). 🌸
- Students should write the word compromise and its definition in the middle of their poster.
  - Compromise (verb): to reach an agreement through give and take.
- Students should add words and drawings to define compromise in their own words.
- Use the following prompting questions to guide students:
  - *What does compromise look like?*
  - *What does compromise mean to you?*
  - *How can you compromise with others?*

# Interactive Learning Structure - Word Splash

## Materials

- Pens/Pencils
- Paper or Word Splash template

## How to Do It

1. Name the learning goal.
2. Pair students and assign one partner to be the recorder and the other to be the presenter.
3. Allow 2-3 minutes for brainstorming and another 3-5 for recorders to create the Word Splash using blank paper or the Word Splash template. Encourage students to think creatively.
4. Signal for pairs to finish their Word Splashes, giving a 15-to 30-second warning before time is up. Then have each presenter or a few volunteers display their Word Splashes and briefly explain to the whole class how their Word Splash relates to the topic. Encourage recorders to add any new words they hear to their own Word Splashes. To extend the activity, have students define key terms and/or use them in sentences.
5. Reinforce positive behavior: You put a lot of effort into brainstorming words that have a strong connection to the topic. This will help you better understand the topic whenever you need to talk or write about it.
6. Have students post their Word Splashes on the class bulletin board for future reference and to use as a study guide.