

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Appreciating Yourself
Focus:	Strategies for Resolving Conflict

Materials:

Large plastic bottle, ice pick or other tool that can be used to punch holes in the plastic bottle

Opening

State the objective

Students will learn to recognize and value their positive inner qualities. They will also learn to recognize and value other people's positive inner qualities. It is important to always be yourself.

Activate prior knowledge by asking students the following questions:

Ask students, "Do you ever compare yourself with other people? Is that a good idea? Why or why not?"

Ask students, "What makes people feel good about themselves?"

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Take students to a grassy area, or to a sink.
2. Find a large plastic bottle. Label the front of the bottle, *Self-Esteem*.
3. Discuss with students that when our bottles are full, we feel good about ourselves.
4. Every time someone puts us down, it's like punching a little hole in the bottle, and we don't feel as good about ourselves.
5. The leader uses the ice pick and pokes a small hole in the bottle.
6. Hold the bottle over grass or sink, and watch the water drip out.
7. Ask students to name ways people can poke holes in their bottles (bullying, put-downs, name calling, leaving someone out of a game).
8. Continue to poke holes in the bottle as each way is given.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Student Practice ("You do")

1. Divide students into partner-pairs.
2. Ask students to brainstorm ways that they can plug up the holes in their bottles. (Be considerate of others, help others, being a cooperative member of a team, encourage someone)
3. Ask partner-pairs to develop a skit about two people meeting each other for the first time. **One tries to impress the other by telling about his or her**

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accomplishments or possessions. The other talks about the kind of person he or she is and things he or she likes to do.

4. Which student is plugging the holes? Which student is poking the holes?

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

What's Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. It focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question should be, "What was so important about that?" Use the words to describe the activity that was just completed. Example, if you have just finished your homework time, the student is asked, "What is important about completing your homework?" When one student responds, build on that statement, and the next question is, "What is important about that? (Whatever was stated by the student.) The process goes on for three or four questions. At the end, the leader says, "So what I am hearing you say is that it is important to finish homework because . . ." (Fill in the last thing the student said.)

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Doing the Right Thing
Focus:	Strategies for Resolving Conflict

Materials: None

Opening
State the objective
Students will learn to think about whether something is right or wrong before making a choice. They will also learn that there's an important difference between doing what's right and doing what they can get away with.
Activate prior knowledge by asking students the following questions:
Ask students, "How do you decide what is the right thing to do?" Ask students, "What is a conscience?" (the little voice inside your head that has a sense of right and wrong) "What is the "Finders, keepers" philosophy? (This is an old Roman Law. Finders, keepers/ Losers, weepers) Is it the right thing to do?"

Content (the "Meat")	
Instruction/Demonstration ("I do" – "We do")	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Divide students into small groups. Have them talk about these scenarios:</p> <ol style="list-style-type: none"> 1) What would happen if nobody cared about doing the right thing? 2) What is the "Golden Rule?" (Do unto others as you would have them do unto you.) 3) Have you ever wanted to do something, but deep down you felt it wasn't right? 4) What is wrong with "Finders, keepers/Losers, weepers"? 5) Is it ever okay to do the wrong thing? 	
Student Practice ("You do")	
<p>In this role-play activity, half the class will want to do the right thing, and the other half will want to do the wrong thing. Each half tries to give strong reasons for their side. Students present their role-play for their classmates. Situations:</p> <ul style="list-style-type: none"> • You pass an empty old house. In front there is a "No Trespassing" sign. The front door is open. No one is around. Should you go inside? • A group of kids who think they are really cool are picking on another kid. You want to join them. You don't want to be left out. What should you do? 	

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<ul style="list-style-type: none"> • You're walking home from school. You are really hungry. You pass a fruit stand. No one is looking. What should you do? 	
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT)

In this simple debrief, students talk about the activity or the day. They share what they enjoyed most and what else they would have liked to have done. They also share what they would have liked to have spent more time on.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Dealing With Disappointment
Focus:	Strategies for Resolving Conflict

Materials:

8 oz. clear glass, colored liquid

Opening

State the objective

Students will learn ways to handle disappointments constructively. They will also learn that losing doesn't make them losers and failing doesn't make them failures.

Activate prior knowledge by asking students the following questions:

Ask students, "What do you do when something didn't go well even though you tried very hard? How did you deal with it?"

"What do you do when you get really frustrated or mad at yourself?"

"If something doesn't turn out the way you had hoped, what are some helpful ways to deal with your disappointment?"

"What are some harmful ways?"

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Fill a glass halfway with a colored liquid.
2. Ask the students to say whether it's half-empty or half-full. They will conclude that it could be either one.
3. Talk about your attitude.
4. Half-full means a positive attitude. Half-empty is a negative attitude.
5. How can our attitudes influence the way we see many things in our lives.
6. Have students share sentences to support their attitude about the glass and liquid.
7. "The glass is half-full because things will always get better."

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Student Practice ("You do")

1. Divide students into small groups.
2. Brainstorm ideas about common obstacles that kids this age might encounter in trying to achieve goals in school, in sports, and so on. (Getting a "B" instead of an "A" on the Spelling Test; being smaller than the other kids, not a skilled player; can't think as fast; can't figure out how to win a game of Checkers)

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| <ol style="list-style-type: none"> 3. Share a personal obstacle that you encountered when trying to reach a goal. 4. Have students suggest ways to overcome the obstacles they brainstormed. For example: Find a buddy to help you study your Spelling Words. | |
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief:

This strategy has four steps, each one designed to help the student “connect the dots” between the activity and the learning.

Step 1: Describe: Students describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions.

What were your key learning’s when you participated in this activity?

What skills did you use when you participated in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning’s in your life?

Step 4: Apply: How can you use the skills or key learning’s as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Saying “No”
Focus:	Strategies for Resolving Conflict

Materials:

Student white boards, markers, erasers (old socks)

Opening

State the objective

Students will learn that sometimes we have to say, “No,” to our friends. They will learn some good ideas how to say, “No,” to a friend and still be cool. Smoking is something definitely to say, “No,” to.

Activate prior knowledge by asking students the following questions:

What is peer pressure?” (Influence of people your own age to adopt a certain type of behavior, dress or attitude in order to be accepted by the group)

Have they ever had to say, “No,” to a friend?

Ask students to either act out or share a time when they experienced “peer pressure.”

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

Write the three-step “How to Say No” technique on the board. Have the group use it to perform some role-playing exercises.

1. What is the problem? Be specific about what is wrong. “That is stealing.”
2. What could happen? Could anyone be harmed by it? Could it get you into trouble?
3. What could we do instead? If you suggest something, it makes it easier for your friend to go along with you.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Student Practice (“You do”)

1. Hold a class brainstorming session to generate things they can say if someone is trying to get you
2. to shoplift, cheat, fight, pick on someone, etc.
3. Personal Connection: Share with students your own memories of dealing with peer pressure.
4. Discuss the hazards of being involved in smoking.
5. Have students share with their elbow-partner why kids have trouble saying, “No,” to their friends.

Stop the class and focus on a student’s key learning. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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| 6. Have students illustrate on their white boards the three-step “How to Say No,” technique. | |
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. What suggestions do they have to make the activity better next time?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in conflict resolution.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.