

Consult 4 Kids Lesson Plans

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

Materials:

Poster paper, markers, or crayons

Opening

State the objective

Students will learn the value of having good friendships. They will learn what makes good friendships work. It is good to be open to friendships with people who are different.

Activate prior knowledge by asking students the following questions:

Suppose you were invited to a birthday party but your best friend was deliberately left out. What would you do? Why? Do best friends always have to do everything together? Do best friends always have to have the same friends? What makes you a good friend?"

Content (the "Meat")

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

1. Write on the white board, "To have good friends, you must be a good friend."
2. Ask students to explain that statement and to tell you why they either agree or disagree with it.
3. Have students think about a time when they had terrific fun together with a friend.
4. Ask students why it was so much fun.
5. What id you like about your friend that made it fun to be together?

***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. Students choose an elbow-partner.
2. Brainstorm ways kids can be more tolerant and accepting of others.
3. Write the ways on the white board.
4. Students create posters about accepting others.
5. Ask students to share a time when a friendship of theirs changed or ended because their friend moved or went to a different school.
6. How did they feel?
7. In small groups, role-play being the new kid at school. The new kid's challenge is to try to gain acceptance into the group.
8. Ask, "How does it feel to be the new kid, or the in-group?" Talk about some ways

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of breaking into the group.	
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Closing

Review

Say:

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

Debrief

WHI?

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)
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- 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:	Asking for Help
Focus:	Strategies for Resolving Conflict

Materials:

Paper, enough for each student

Opening

State the objective

Students will learn that it is important to ask for help when they are having difficulties. Everyone needs help occasionally. That is nothing to be ashamed of.

Activate prior knowledge by asking students the following questions:

Have you ever felt embarrassed because you didn't know something or couldn't do something? How did that make you feel? What did you do about it?

Think of a time when you needed help because you didn't know how to do something. Who did you turn to? Was it okay to ask for help?

Content (the "Meat")

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

1. Name a couple of popular TV shows.
2. Do the characters put each other down and try to make each other feel stupid? Or are they kind and helpful toward each other?
3. Relate a personal story when you (the leader) felt embarrassed about not knowing or not being able to do something.
4. What happened?
5. How did you get help?

Student Practice ("You do")

1. Have students join with an elbow-partner.
2. Divide a piece of paper lengthwise into three columns.
3. In the first column, make a list of things you do really well.
4. In the middle column, make a list of things you'd like to know or do better.
5. In the third column, list ideas about where you could go for help to improve the things in the middle column.
6. Share with the rest of the class.
7. Have students write a thank-you letter to someone who helped them solve a

*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.

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problem, learn something, or improve a skill.

Closing

Review

Say:

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

Debrief

Three What's

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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:	Responding to Conflict
Focus:	Strategies for Resolving Conflict

Materials: None

Opening
State the objective
Students will learn how to positively respond to conflict.
Activate prior knowledge by asking students the following questions:
If you saw a fight starting in the street between two people you didn't know at all, what would you do? What would you do if you knew the people who were fighting?

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>Go around the room and have students answer, "What is something you have that you would put up a serious fight for, even risk your life for, if someone tried to take it away?" (Your own life, a family member, a pet, a prized possession).</p> <p>Ask, "Why is this so important to you?"</p>	
Student Practice ("You do")	
<p>Place yourself in the middle of the room.</p> <p>Say, "Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby.</p> <p>Place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement.</p> <p>Think about your body position, the direction you are facing, and the distance from the conflict.</p> <p>Once students have found a position relative to you in the room, ask individuals to explain why they are standing where they are.</p> <p>Say, "If this represents your first reaction, what might your second reaction be, after thinking about the conflict?"</p> <p>On the other side write "why" messages that could be used instead.</p>	

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Closing

Review

Say:

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

Debrief

Like Beat, 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. What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

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:	Resolving Conflict Without Fighting
Focus:	Strategies for Resolving Conflict

Materials:

White paper, one sheet for each student

Opening

State the objective

Students will learn ways to work out conflicts without fighting.

Activate prior knowledge by asking students the following questions:

Have you ever seen a small disagreement turn into a big fight?

What do you think made that happen?

What happens when people who are disagreeing don't listen to each other?

What can they do about it?

Content (the "Meat")

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

Write steps on the white board:

STOP! Don't let the conflict get worse.

SAY what the conflict is about.

THINK of positive options

CHOOSE a positive option each of you can agree on

Talk about the rules.

Do you agree or disagree?

Agree to resolve the conflict

No name calling

Take turns talking

Be clear and truthful.

Listen to the other person.

Use your brains not your hands.

Be willing to compromise, if appropriate.

*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. Ask students to describe a variety of conflicts that commonly occur at school.
2. List these on the white board.

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3. Divide students into small groups.

Discuss how the steps and rules of conflict resolution could be used.

“Why” messages – A why message is a statement about what is bothering you and why.

4. “Blaming” message – A blaming message says what’s wrong with the other person.
5. Role Play: Referring to the conflicts already written on the white board, ask students to role-play using “why” messages instead of “blaming” messages.
6. Provide a sheet of paper to each student.
7. Fold in half lengthwise.
8. Think of a conflict or disagreement.
9. On one side write “blaming” messages for the situation.
10. On the other side write “why” messages that could be used instead.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart. List what students liked and what students didn’t like about the activity.

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.