

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Preventing Conflict
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

None

### Opening

#### State the objective

Conflict is a normal part of life. We all have occasional conflicts, even with people we love. Students will learn how conflicts can escalate, and what they can do to prevent that from happening. They will also learn that violence is a choice and that they have the power to avoid it in most cases.

#### Activate prior knowledge by asking students the following questions:

Agree or disagree: "If you get into a conflict with someone, it's okay to hit and call names."

"Are conflicts at school, really worth getting violent over? Is it okay to get violent? What is bad about violence?"

### Content (the "Meat")

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

Brainstorm ways to deal with anger without fighting.

*Tell the other person what's bothering you – but do it nicely. Don't let your emotions take control. Listen to the other person. Try to understand how the other person is feeling. No name-calling or insults. No hitting. Don't yell or raise your voice. Look for a compromise.)*

List on the board.

#### Student Practice ("You do")

**Role-Play:** Take a particular conflict. (Either give one to the students, or let them make it up.) One person's objective is to escalate it into a fist fight. The other person's objective is to resolve it peacefully, or at least prevent a fight. After the role play, have students talk about what each person did to reach his objective. Talk about some general learning from this.

What is violence? Discuss the following list. Which scenarios are violent acts?

- A big kid keeps a smaller kid from getting into the lunchroom by physically blocking the entrance.
- A kid shoves another kid out of their way in the hallway.
- Spitting at somebody.
- Beating somebody up; threatening to beat somebody up.

#### \*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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<ul style="list-style-type: none"> <li>• A couple of kids corner another kid in the restroom and demand that he/she give them money.</li> </ul>	
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### Closing

#### Review

Say:

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

#### Debrief

**Three Questions:**

- How would you describe the activity we just finished?
- Can you list three things that helped you to do the activity?
- What happened after we finished 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.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grade
<b>Lesson Title:</b>	Handling Emotions
<b>Focus:</b>	Strategies for Resolving Conflict

<b>Materials:</b> None
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Opening
<b>State the objective</b>
All of us have feelings in our lives. It is normal to experience a wide range of feelings. Students will learn that if we let our emotions control our behavior, which is not such a good thing.
<b>Activate prior knowledge by asking students the following questions:</b>
Agree or disagree: It's never okay to feel angry. If you feel sad, is there something wrong with you? Ask students, "Do you think your moods sometimes affect the way you make choices?"

Content (the "Meat")	
<b>Instruction/Demonstration ("I do" – "We do")</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>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.</p>
<p>1. Brainstorm common feelings. (anger, sadness, worry, excitement, fearful, hopeful, powerful, tired, nervous, upset, humorous, interested, guilt, surprise, and interested)</p> <p>2. List the feelings on the board.</p> <p>3. Ask students to select a partner and "demonstrate" the feeling as you name it. Encourage them to use both body language and facial expressions.</p>	
<b>Student Practice ("You do")</b>	
<p>For each of the situations given below, ask the following three questions:</p> <ol style="list-style-type: none"> <li>1. <i>Name the feeling</i></li> <li>2. <i>What is a helpful way to deal with it?</i></li> <li>3. <i>What is a harmful way to deal with it?</i> <ol style="list-style-type: none"> <li>a. What do you feel when you're blamed for something you didn't do?</li> <li>b. How do you feel when you work really hard for something and you succeed?</li> <li>c. What do you feel when your team keeps losing?</li> <li>d. What do you feel when you do poorly on a test because you didn't</li> </ol> </li> </ol>	

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<p>study?</p> <p>e. What do you feel when your parent hasn't understood you?</p> <p>f. What do you feel when your best friend is crying?</p> <p>g. What do you feel when you try to hide your emotions?</p>	
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### Closing

#### Review

Say:

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

#### Debrief

**Three Questions:**

- Can you match one feeling with a sport you enjoy?
- How would you show a positive way to handle being upset?
- Who is a person you can go to for help when you are upset?

#### **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

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Saying “No” to Drugs and Alcohol
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

Poster Board, marking pens, crayons, or colored pencils  
Copies of D.A.R.E. Drug facts for students to share

### Opening

#### State the objective

Students will learn about the harmful consequences of alcohol and other drug use. They will learn some ways to resist negative peer pressure.

#### Activate prior knowledge by asking students the following questions:

What do you know about the use of alcohol and other drugs?

What do you think would be the best way to say “NO” and help others to understand that you mean it?

How can someone else using alcohol or drugs be dangerous to you?

### Content (the “Meat”)

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

Review the list of “Common Facts” about drug and alcohol use with the class. (attached)

Ask students if any of them surprise them?

Ask students which of the facts are the most alarming to them.

Have students determine which of the facts are the most important to them.

#### Student Practice (“You do”)

##### Poster

1. Divide students into groups of 3-4.
2. Give each group a poster board and markers.
3. Ask each group to create a poster that shares the most significant facts about why it is important to Say NO to alcohol and drugs.
4. When posters are complete, have each group share with the remainder of the class.

#### \*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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### Closing

#### Review

Say:

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

#### Debrief

#### Three Questions:

- How would you describe the activity we just finished?
- Can you list three things that helped you to do the activity?
- What happened after we finished 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)
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### D.A.R.E. DRUG FACTS

A drug is any substance other than food that can affect the way your mind and body work. Certain drugs called mind-altering drugs can change the way a person thinks, feels, and acts.

Drugs that speed up a person are called stimulants.

Drugs that slow a person down are called depressants.

Drugs that change the ways a person sees, feels, and hears are called hallucinogens.

Young people usually use mind-altering drugs, probably because they are not sure of themselves. They feel if they take these drugs they will be accepted by the "in" people. Or some might feel if they take these drugs, they will feel better about themselves. Some of these drugs that children are using are:

#### Nicotine

- This is a substance found in cigarettes, chewing tobacco, and snuff that is very addicting. People have a lot of trouble when they try to quit smoking cigarettes. The best way to stop is never to start.
- Nicotine is a stimulant and increases the heart rate. This causes the blood vessels to narrow and then the heart has to work harder. The tar found in cigarettes has been proven to cause cancer, usually of the lungs but it can also affect other organs. Cancer is a leading cause of death in the United States today. The D.A.R.E. booklet says that the number of people who die each day from smoking cigarettes is the same as two full jumbo jets crashing without any saved lives.
- Passive smoke is also proven to be dangerous to your health.

#### Alcohol

- Alcohol is made from the fermenting of fruits, grains, or any food with a high sugar content.
- Alcohol is a depressant that is absorbed into the bloodstream through the stomach and intestines. Abuse of alcohol can cause damage to your internal organs, such as the liver. It is the cause of a large number of deaths or disabilities each year. Drinking alcohol can cause:
  - Drunkenness;
  - Loss of coordination;
  - Increase in violence (destructive acts);
  - Inability to learn and remember;
  - Personality changes; and
  - Trouble with other people.

#### Marijuana

- Marijuana is known by a lot of other names, such as grass, pot, weed and reefers. Most people think it is a depressant, because of the lethargy it causes. Its primary active substance is tetrahydrocannabinol (THC).
- Marijuana produces a state of altered consciousness with feelings of detachment (wanting to be alone) and silliness. Generally, it causes:

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- Slow reflexes;
  - Poor memory;
  - Short attention span;
  - Inability to think;
  - Changes in sense of time and space.
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- Marijuana isn't a real chemically addictive drug, but you can still become used to its effect. After using it for a long time, you can:
    - Have difficulty remembering what you have learned or what you know to be real;
    - Become slow and dull;
    - Have low ambition; and
    - Become dependent upon it.

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### Cocaine

- Cocaine is a *highly addicting* stimulant . It is made from the leaves of the coca plant. In South America some natives chew the leaves. When mixed with the saliva, cocaine is created. It can be snorted through the nose, smoked when it is changed into crystals, or injected into the body.
- Like all stimulants, cocaine will increase your heart rate, but to dangerous degrees. It has been known to create breathing problems and heart attacks. Also, if you snort cocaine, you can damage the lining in your nose.
- Cocaine can cause you to become confused, unable to think clearly, and short-tempered and moody.
- Since cocaine is so addictive and alters your mind, when people run out of their drug they will do crazy things to get money to buy more. The news is filled with stories about how someone was murdered for drugs.

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### Inhalants

- Inhalants are any kind of chemical substances that can be inhaled or sniffed to create a personality change (altered behavior). They include glue, paints and thinners, gasoline, substances in any aerosol cans such as PAM.
- The word inhalant itself means that you are putting your lungs in danger. If you use inhalants long enough, you can also cause permanent damage to your liver and other body parts. Just recently a NW Indiana teenager died when he inhaled PAM.
- Inhalants can also be chemically and emotionally addictive.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Setting and Achieving Goals
<b>Focus:</b>	Strategies for Resolving Conflict

<b>Materials:</b> None
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Opening
<b>State the objective</b>
All of us need to set goals. Students will realize the benefits of setting goals. Students will learn some techniques for goal setting.
<b>Activate prior knowledge by asking students the following questions:</b>
What is a goal? (target area; a successful shot; objective) Have they seen the goal posts at each end of a football field? What about goal nets at the ends of the soccer field? What is the goal in each of these games?

Content (the “Meat”)	
<b>Instruction/Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>  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.
Discuss how to set goals. Share a goal you set and reached to completion. Share with students that there are steps to setting goals: <ol style="list-style-type: none"> <li>1. State the goal</li> <li>2. List the actions you must take to achieve the goal</li> <li>3. Think about possible “roadblocks”.</li> <li>4. Set a date to complete the goal.</li> </ol>	
<b>Student Practice (“You do”)</b>	
<b>Goal Setting</b>  Think about a goal that is important to you personally. (Note: The goal has to be within your power to achieve.)  Go through the four-step process to develop several goals for yourself. <ol style="list-style-type: none"> <li>1. State the goal</li> <li>2. List the actions you must take to achieve the goal</li> </ol>	

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3. Think about possible “roadblocks”.
4. Set a date to complete the goal.

**Sample Goals:**

- a. Goal #1: Help a new kid in school feel included.
- b. Goal #2: Earn enough money to buy a new bicycle (I-Pod, or whatever the student would like)
- c. Goal #3: Raise money to buy a new computer for the school library.
- d. Goal #4: Get the school involved in a Community Service Project.
- e. Goal #5: Decide on a reward for achieving the goal.

### Closing

#### Review

Say:

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

#### Debrief

**Liked Best, Next Time**

- What did you like best about this goal setting activity?
- What would you like to do more of next time?

**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.