

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten – 5 th Grade
Lesson Title:	Stand In My Shoes #2
Focus:	Conflict Resolution—Strategies for Resolving Conflict

Materials:

- White paper
- Pencils
- Crayons

Opening

State the Objective

Discuss what it feels like to be bullied by putting ourselves in the shoes of a person who is either the victim or the bully. Explore our feelings about bullying and being the victim of bullying.

Gain prior knowledge by asking students the following questions

Ask students:

1. What is bullying? (Bullying is when one person hurts or frightens another person deliberately and does it again and again.)
2. Tell the youth about the Bully Triangle: Bully, Victim, and Onlooker.
3. Ask them, “In your opinion, what makes a person want to bully someone else?”
4. Ask them, “In your opinion, what is the best way to stand up for yourself against a bully?”

Content (the “Meat”)

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

1. Have youth join you in a circle (either on the floor or in a circle of chairs.)
2. Tell youth that you are going to talk about bullying.
3. Ask students if they have ever been bullied? Been a bully? Have children talk about how that feels (either direction. (Victim: scared, afraid, unhappy, nervous...Bully: powerful, in charge, mean, in control...))
4. Tell students that you are going to do an activity called: Stand in My Shoes.
5. Tell students in this activity you will give them a short vignette.
6. When you are finished with the vignette two students will come up and Stand in the Shoes of one of the two characters in the story.
7. At that pin, student will be asked to tell the remainder of the group how it feels to be the character in the story.

Teachable Moments—
Throughout the lesson Conflict is part of life and learning how to cope with conflict is essential. During today’s learning opportunity, students will be discussing bullying behaviors. Pay attention to examples of bullying that youth give. Also stop the class to take advantage of the teachable moment when young people have an insight into what it means to bully and to be bullied.

Students Practice (“We do”)

Vignette:

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<ol style="list-style-type: none"> 1. Share this vignette: John and George are playing soccer. John passes the ball to George. George kicks the ball wide and misses the goal. John is angry and shouts at George, "You are such a loser! No team can win if you are on it!" 2. Ask for two volunteers to come p to the front of the room. 3. Have them draw one of the two cards you have (one card says George and the other says John.) 4. Once students have drawn the card, ask them to share with the rest of the class how it feels to be that character. 5. Students in the audience may ask questions of the pair. 6. Ask students if they have any questions about the exercise. 7. Ask them to tell a partner the steps to do in this activity 8. Tell student that you are going to repeat this same activity with three additional vignettes. Let them know that they will be working groups of 4 to take turn being the characters in the vignettes and telling one another how it feels to be that character. 	
<p style="text-align: center;">Student Practice ("You do")</p> <p>Vignettes:</p> <ul style="list-style-type: none"> • Maria has just told Emily that she does not like her anymore and that she is too ugly to be anyone's friend. • Jose is making fun of Alex. He says that Alex has big ears, big feet and a big mouth. He is saying this in front of the whole class. • Judy used to be best friends with Nancy. Now she is best friends with Delia. She tells Nancy she is a baby and that she is dumb and that is why she can't be her friend anymore. • Rudy want to play basketball on the school team. When he goes to sign up, Freddie tells him to get lost that he is too much of a loser to be on such a great team. All of the team is standing around and begin to laugh and point at Rudy. <p>After students have discussed how Standing In the Shoes of a victim or bully feels to them, bring the group back together and ask for volunteers to share out on each vignette.</p>	

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Closing

Review

Say:

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

Debrief

Three Whats

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 solving a conflict.
- 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.

Follow Up Lesson

After discussing these short vignettes, tell students that you are going to do a follow-up activity called, Standing in My Shoes. Explain that students will follow these directions:

1. Take off your shoe and trace your shoeprint onto the art paper. Put the shoe back on.)
2. After tracing the shoe, decide if you will create a shoe that is Maria, Emily, Jose, Alex, Judy, Nancy, Rudy, or Freddie.
3. Color the shoe (you can certainly include pictures) to show how Maria, Emily, Jose, Alex, Judy, Nancy, Rudy or Freddie feel in one of the short vignettes above.
4. Ask students how they want to share the insight they have with others.

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Component:	Conflict Resolution
Grade Level:	Kindergarten – 5 th Grade
Lesson Title:	Stand In My Shoes #1
Focus:	Conflict Resolution—Strategies for Resolving Conflict

Materials:

- White paper
- Pencils
- Crayons

Opening

State the Objective

Discuss what it feels like to be bullied by putting ourselves in the shoes of a person who is either the victim or the bully. Explore our feelings about bullying and being the victim of bullying.

Gain prior knowledge by asking students the following questions

Ask students:

1. What do you think about the quote, “Peace begins with a smile,” by Mother Teresa?
2. What do police officers mean when they say that their job is “keeping the peace?”
3. Why do adults want students to work and play in “peace and harmony?”

Content (the “Meat”)

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

1. Choose whether you want to sit at a Peace Table or take a Peace Walk with a partner.
2. If you decide to take a Peace Walk, stop and face each other back-to-back.
3. Each partner tells what they see from their vantage point. Do both partners see the same things?
4. Now turn a quarter turn, with both partners still facing back-to-back. Each partner tells what they see from their vantage point. Do both partners see the same things?
5. Is there a connection between this activity and conflict where two people don’t look at something in the same way? Are both partners correct? Talk about it.

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 or understanding. 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.

Students Practice (“You do”)

Students choose a partner. Provide partner-pairs with a scenario: “Johnny is playing with a ball. Billy comes by and takes the ball.”

Step 1: Identify your concerns.

“Billy yanked the ball out of my hands.”

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<p>Step 2: Share how you feel about it. "I am upset and mad!"</p> <p>Step 3: Propose a solution, a new course of action: "What kind of voice did you use? What is something you could do to keep this from happening again?"</p> <p>Step 4: Ask the other person for his/her take on the situation. "What do you think about the disagreement?"</p> <p>Step 5: Second person either agrees to the new course of action, modifies it, or suggests something else. "I think we should play a game of Chance – either Flip a Coin, or play Rock-Paper-Scissors."</p> <p>Step 6: Goal: Get as close together as you can on a solution and then implement. "OK, let's decide which game to play."</p> <p>Step 7: Commit to the solution you agree to. "We both agree to play Rock-Paper-Scissors to decide who gets to play with the ball."</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time: In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in solving a conflict. • 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:	This Is My Friend--Friends Collage #1
Focus:	Conflict Resolution—Understand the importance of common ground (similarities)

Materials:	
List of questions in bold below	Magazines or other print media
Scissors	Glue or glue sticks
12 x 18 paper to glue collage items onto	

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Discuss what it means to be a friend. • Explore the importance of finding “common ground” or similarities with people in order to become friends.
Gain prior knowledge by asking students
<p>Ask students to think about someone that they consider a “good friend”. Ask them to think about how that person is like them and how that person is different from them. Ask students to share these thoughts with a peer.</p> <p>Ask students how they got to know about this friend—how did they know that they were alike and different.</p> <p>Explain that when you are learning about someone, you are finding out if you have “common ground”, something that could lead to a friendship.</p>

Content (the “Meat”)	
Instruction / Demonstration (“I do” – “We do”)	*Activity → Teachable Moment(s) throughout
<p>This Is My Friend Share with students that one of the ways to get to know if you have things in common with a person is to find out about them. Share that this can often be done by having a conversation with the other person.</p> <p>Ask for a student volunteer. Let the students know that you are going to “interview” this person to look for things in common.</p> <p>After introductions, ask the following questions:</p> <p>How many kids in your family? (If more than one, ask about the person’s place in the family, oldest, youngest, 2 in the middle) Tell students that you are thinking about how that is like or not like you.</p> <p>What is something you celebrate? (You are checking to see if they like Halloween like you do, hanging out with grandma on Sunday, etc.)</p> <p>If you weren’t here right now, what would you be doing? (reading a book, playing basketball, baking cookies, watching cartoons on TV) This will tell you if you like doing</p>	<p>Being a friend and having friends is a critical part of life for students at this age.</p> <p>During today’s learning opportunity, students will be discussing how to build friendships by finding common ground, the things you both enjoy doing.</p> <p>Pay attention to examples of common ground that students give. Check in with other students to see if they</p>

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<p>some of the same things.</p> <p>When you are 21, what do you hope to be doing? (going to school, being a flight attendant, working on customizing cars) This will help you know about the person’s hopes and dreams.</p> <p>It is important that you share with students the information that you are gathering from the questions.</p> <p>After you have gathered this information, introduce your “new friend” to the class.</p> <p>Example: This is my new friend, Sally. She is one of 5 children and she is the youngest. She likes to celebrate birthdays, especially her grandma’s. Right now, if she wasn’t here she would be at home baking chocolate chip cookies. When she is 21, she wants to be in the Navy. We are similar in that we both like birthday parties and baking cookies.</p> <p>Tell students that you are going to divide them into pairs and that they should go through this process with the person who is their partner. Roles should be reversed. Let students know that the pair will then join another pair to introduce the new friend.</p>	<p>have similar interests or commonalities.</p> <p>Also stop the class to take advantage of a teachable moment when young people have an insight into what it means to find common ground.</p>
<p>Students practice (“You do”)</p>	
<p>Students practice the interview with another student and also the introduction.</p> <p>When introductions are complete, explain to students that they are going to work in these pairs to create a friendship collage.</p> <p>To do this, they should think about the answers that they gave each other, what the other pair said, what you demonstrated, all of the different things that could be common ground on which to build a friendship.</p> <p>Review these directions:</p> <ol style="list-style-type: none"> 1. Find pictures in the magazines that you have that represent “common ground”—things that you would want to share with a friend. 2. Cut these pictures out (you will need 20-25). 3. Arrange them on the background sheet, being sure to overlap the pictures so you have a collage not just a row of pictures. 4. Once you have it laid out, glue or glue stick the pictures in place. 5. Share the collage and what it depicts with the class. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?

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Debrief

Three Whats

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 learned about friendship and common ground today.
- 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.

Follow-up Lesson

Discuss the word “assertive” with children. Discuss that “assertive” does not mean yelling or getting physical or violent. Being assertive means speaking up and letting others know what you are thinking and feeling.

Have students work together in pairs.

Ask them to identify a time which they were bullied and did not speak up.

Ask them to role play the situation trying out different ways to be assertive.

When they are finished, have schools share the situation with the others and to demonstrate how they have agreed to handle it.

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Component:	Conflict Resolution
Grade Level:	K-5 th grades
Lesson Title:	This Is My Friend--Friends Collage #2 Continuation of First Lesson
Focus:	Conflict Resolution—Understand the importance of common ground (similarities)

Materials:	
List of questions in bold below	Magazines or other print media
Scissors	Glue or glue sticks
12 x 18 paper to glue collage items onto	

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Discuss what it means to be a friend. • Explore the importance of finding “common ground” or similarities with people in order to become friends.
Gain prior knowledge by asking students
<p>Ask students to think about someone that they consider a “good friend”. Ask them to think about how that person is like them and how that person is different from them. Ask students to share these thoughts with a peer.</p> <p>Ask students how they got to know about this friend—how did they know that they were alike and different.</p> <p>Explain that when you are learning about someone, you are finding out if you have “common ground”, something that could lead to a friendship.</p>

Content (the “Meat”)	
Instruction / Demonstration (“I do” – “We do”)	*Activity → Teachable Moment(s) throughout
<p>This Is My Friend Share with students that one of the ways to get to know if you have things in common with a person is to find out about them. Share that this can often be done by having a conversation with the other person.</p> <p>Ask for a student volunteer. Let the students know that you are going to “interview” this person to look for things in common.</p> <p>After introductions, ask the following questions:</p> <p>How many kids in your family? (If more than one, ask about the person’s place in the family, oldest, youngest, 2 in the middle) Tell students that you are thinking about how that is like or not like you.</p> <p>What is something you celebrate? (You are checking to see if they like Halloween like you do, hanging out with grandma on Sunday, etc.)</p> <p>If you weren’t here right now, what would you be doing? (reading a book, playing basketball, baking cookies, watching cartoons on TV) This will tell you if you like doing</p>	<p>Being a friend and having friends is a critical part of life for students at this age.</p> <p>During today’s learning opportunity, students will be discussing how to build friendships by finding common ground, the things you both enjoy doing.</p> <p>Pay attention to examples of common ground that students give. Check in with other students to see if they</p>

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<p>some of the same things.</p> <p>When you are 21, what do you hope to be doing? (going to school, being a flight attendant, working on customizing cars) This will help you know about the person’s hopes and dreams.</p> <p>It is important that you share with students the information that you are gathering from the questions.</p> <p>After you have gathered this information, introduce your “new friend” to the class.</p> <p>Example: This is my new friend, Sally. She is one of 5 children and she is the youngest. She likes to celebrate birthdays, especially her grandma’s. Right now, if she wasn’t here she would be at home baking chocolate chip cookies. When she is 21, she wants to be in the Navy. We are similar in that we both like birthday parties and baking cookies.</p> <p>Tell students that you are going to divide them into pairs and that they should go through this process with the person who is their partner. Roles should be reversed. Let students know that the pair will then join another pair to introduce the new friend.</p>	<p>have similar interests or commonalities.</p> <p>Also stop the class to take advantage of a teachable moment when young people have an insight into what it means to find common ground.</p>
<p>Students practice (“You do”)</p>	
<p>Students practice the interview with another student and also the introduction.</p> <p>When introductions are complete, explain to students that they are going to work in these pairs to create a friendship collage.</p> <p>To do this, they should think about the answers that they gave each other, what the other pair said, what you demonstrated, all of the different things that could be common ground on which to build a friendship.</p> <p>Review these directions:</p> <ol style="list-style-type: none"> 1. Find pictures in the magazines that you have that represent “common ground”—things that you would want to share with a friend. 2. Cut these pictures out (you will need 20-25). 3. Arrange them on the background sheet, being sure to overlap the pictures so you have a collage not just a row of pictures. 4. Once you have it laid out, glue or glue stick the pictures in place. 5. Share the collage and what it depicts with the class. 	

Closing
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Consult 4 Kids Lesson Plans

Debrief

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