

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten – 5 th Grade
Lesson Title:	Assertive or A Bully?
Focus:	Conflict Resolution—Understanding the difference between being assertive and being a bully.

Materials:

Chart with all eleven of the characteristics of assertive people listed

Opening

State the Objective

Discuss what it means to be assertive.

Explore our feelings about the difference of being a bully and being assertive.

Gain prior knowledge by asking students the following questions

Ask students if they know what being assertive means? (Assertiveness is stating what you need or want without threatening or trying to manipulate.)

Ask students if they can think of someone who is assertive without being a bully. Ask them to list some characteristics of that person. (Speak loud enough to be heard easily, stand up straight, look people straight in the eye, etc.)

Tell students that they are going to practice being assertive in today's lesson.

Content (the "Meat")

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

Practicing Assertive Behavior

Ask children to stand up. Ask them to find a partner and face the partner. Let them know that you are going to give them some instructions about how to use Body Language to be assertive. Ask them to demonstrate the behavior to the partner when you name it.

1. Stand up straight.
2. Put shoulders back.
3. Keep your head high, but not stuck up.
4. Stand as tall as you can.
5. Look at the person to whom you are speaking.
6. Look in a friendly way.
7. Speak in a loud enough voice without shouting.
8. Speak clearly and distinctly.
9. Speak in a friendly tone.
10. Speak so people can understand you.
11. Speak as though you mean what you say.

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.

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Students Practice (“We do”)

Practice each of the behaviors above one at a time, and in random order.

Ask students if they are ready to act out a scenario.

Remind them that when they are acting the scene out, you expect them to use the Body Language strategies to convince their partner that they mean what they say.

Demonstration:

Ask for two volunteers.

One will be the bully and will be assertive.

Scene: Student crowds in front of you in line at the drinking fountain.

Have students play the role first as a bully and then as someone who is assertive.

Get feedback from the class on what the assertive player did well and what could be done to strengthen body language to be assertive without being aggressive.

Tell students that they are now going to divide into groups of three.

There will be three scenes, and each person will play the role of the bully, the assertive person, and the advisor (the advisor will offer feedback to the assertive person.)

Student Practice (“You do”)

Scenes:

1. Person takes your backpack and stands 10 feet away from you teasing you. How will you handle this?
2. Person stands in front of a group of your peers and calls you names. How will you handle this?
3. Person comes up to a group you are in and interrupts the conversation, pushing other students out of the way. How will you handle this?
4. Students divide into groups of 3 and demonstrate how to be assertive in each of the scenarios. It is important that they discuss each scene at the end of the simulations.

After students have discussed how to be assertive instead of being a bully, have students return to the group. Ask for volunteers to come up and act out each of the scenes.

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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, Assertive or Bullying. Have students work together in pairs.

Ask them to identify a time in 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 students share the situation with the others and to demonstrate how they have agreed to handle it.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Friendship Recipe
Focus:	Conflict Resolution—Being A Friend

Materials:

Recipe Cards (4 x 6 or 5 x 8) one for each student

Pencils

Opening

State the objective

Today we will:

- Discuss what behaviors you need to demonstrate to have a friend.
- Discuss the reasons we pick people to be friends.

Gain prior knowledge by asking students

Ask students:

When you think of a person who is your friend, what is it about that person that you like, that makes them be someone you want as a friend? (List the items on the board.)

What do you think about the quote, “To have good friends you must be a good friend.”

Give examples of things you do and say to demonstrate that you are a good friend.

Content (the “Meat”)

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

- Share with the students a recipe for a simple food that you enjoy. Talk them through the ingredients and the importance of the measurements. Explain that a list of ingredients is not usually enough, that you also need directions about how to mix the ingredients together.

Example:

Tuna Sandwiches

- 2 slices of wheat bread
- 1 can tuna packed in water
- 1 hardboiled egg
- 2 green onions
- 1 stalk celery
- 2 T of sweet pickle relish
- 2 T mayonnaise

Directions:

1. Place egg in pan of water and bring to a boil. Boil eggs for 6 minutes. Pour cold water

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

Being and having a good friend is important for all of us, youth at this age especially.

During today’s learning opportunity, students will be discussing what it takes to be a friend and to have a friend.

Pay attention to examples of “friend ingredients” that students list. This list will be a great insight for you as to what is important to each student.

Also stop the class to take advantage of a teachable moment when young people have an insight into what it means to be a friend.

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<p>over the egg to cool.</p> <ol style="list-style-type: none"> 2. Open can of tuna and drain the water out. Place tuna in a bowl. 3. Cut up celery and green onion and add to tuna. 4. Peel and dice the hardboiled egg 5. Add pickle relish and mayonnaise and stir 6. Place on one slice of the bread and top with the second slice. 7. Eat and enjoy. <p>Tell students that for today's lesson they are going to create a Recipe, like the one you demonstrated for Tuna Sandwiches, for a Friend (both being a friend and having a friend).</p>	
<p>Students practice ("You do")</p>	
<p>Have students work in pairs or teams of 3 to support one another with this activity.</p> <p>Distribute the recipe cards to the students. (You will want to do this as a group for K and 1 then have each child illustrate the recipe)</p> <p>Note: If you need to, brainstorm and list qualities of a good friend (loyal, kind, funny, smart, etc.)</p> <p>Encourage students to quantify each of the "ingredients". For example, I may want 2 cups of loyalty, 3 cups of funny, and ½ cup of smart.</p> <p>For the directions students may say something like: Add ingredients one at a time, stirring gently and folding each ingredient into the mixture. Let set for 5 weeks. Bake at 350° for a lifetime.</p> <p>When students have completed the Friendship Recipe, have them share with the class.</p>	

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

Debrief
<p>Three Whats</p> <p>Ask the following three "what" questions:</p> <ol style="list-style-type: none"> 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?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they learned about being and having a friend 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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten-5 th grade
Lesson Title:	Play It SAFE
Focus:	Conflict Resolution—What to do if someone calls you names?

Materials:
Paper, Pencils, Crayons

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Discuss what we can do when someone calls us names • Discuss what it means to “Play It SAFE”
Gain prior knowledge by asking students
<p>Ask students:</p> <ul style="list-style-type: none"> • What are some of the things you do when someone calls you names or hurts your feelings? • What changes when you do those things (how does crying, walking away, yelling, hitting, change things?) • What do you think gets you the best results—what response works?

Content (the “Meat”)	
Instruction / Demonstration (“I do” – “We do”)	*Activity → Teachable Moment(s) throughout
<p>SAFE</p> <p>Share with students the acronym SAFE. Share that it is important to be able to respond to a situation in a way that makes you feel good about the situation.</p> <p>Explain that SAFE stands for:</p> <p>S = Say what you feel A = Ask for help F = Find a friend E = Exit</p> <p>Ask students if they have ever heard of an “I message”. (Probably they haven’t.) Share that an “I message” is the very best way to “Say what you feel”</p> <p>Demonstrate an “I Message” I feel _____ when _____.</p> <p>I feel sad when I am called names. I feel afraid when I am bullied. I feel anxious when I see that I am surrounded by 4 other people.</p> <p>Ask for several volunteers to come up and practice giving “I messages”.</p> <p>Discuss with children when they might use the A, Ask for help. Give students an opportunity to share with others.</p>	<p>Conflict is a part of life and learning how to cope with conflict is essential.</p> <p>During today’s learning opportunity, students will be discussing how to Play It SAFE.</p> <p>Pay attention to examples of “I messages” that students give.</p> <p>Also stop the class to take advantage of a teachable moment when young people have an insight into playing it SAFE.</p>

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Ask students what it means to F—Find a Friend. Ask children what they hope to accomplish when they find a friend. Ask children what they want the friend to do. Ask students what the word “Exit” means. Ask them when they think it would be best to simply **EXIT**.

Share with students that they are going to take the **SAFE** acronym and draw pictures for each of the letters.

Students practice (“You do”)

Share with students that they are going to fold the 12 x 18 drawing paper you have given them into 4 parts,

Share that they will label each rectangle with a different letter in each space.

S
A
F
E

Explain to students that in each of the boxes they will draw a picture to illustrate the action: S = Say how you feel; A = Ask for help; F = Find a friend; and E = Exit

When children are finished, have them share with at least a peer or a small group.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

- What did you enjoy most about this activity?
- What was the biggest challenge with this activity?
- What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they learned about being SAFE 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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten-5 th grade
Lesson Title:	What's In A Name?
Focus:	Conflict Resolution—Importance of names (positive and negative)

Materials:

Paper, Pencils, Crayolas

Opening

State the objective

Today we will:

- Discuss our names and why they are important
- Discuss Put Ups ↑ and Put Downs ↓
- Discuss what we like to be called and what we do not like to be called

Gain prior knowledge by asking students

Ask students:

Who gave you your name?

What do you like about your name?

Do you have any nicknames?

Content (the “Meat”)

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

- Share with the students a time when someone called you the wrong name. (Maybe when your mother called you your sister’s name, or when the coach looked at you and called you something else.) Ask students, “Can you remember a time when someone called you a wrong name?”
- Share with students how you felt when you were called the wrong name. (Sad, angry, didn’t care, thought it was funny). Ask students, “How did you feel when someone called you the wrong name?”
- Share with students what you did (laughed, cried, got mad, called names). Ask students what they did when they were called the wrong name.

Tell students that for today’s lesson you are going to talk about Put Ups (compliments, praises, etc.) and Put Downs (digs, disappointment).

Draw a T chart on the board. Label ½ of the T Put Ups, and the other side Put Downs.

Students practice (“You do”)

Brainstorm with students things that they have been called that make them happy or proud of themselves (sweetie, my special girl, bright boy, handsome, etc.) List those under the T Bar

*Activity → Teachable Moment(s) throughout

Conflict is a part of life and learning how to cope with conflict is essential.

During today’s learning opportunity, students will be discussing what’s in a name and considering name calling as well as supporting names.

Pay attention to examples of names that youth give.





Also stop the class to take advantage of a teachable moment when young people have an insight into what it means a certain name makes them feel.

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that says “Put Ups”.

Brainstorm with student things that they have been called that make them unhappy or disappointed in themselves (dummy, stupid, ugly, clumsy, etc.) List those under the T Bar that says “Put Downs”.

Have students fold a piece of paper into quadrants. In this exercise they are going to select the name they like to be called and how it makes them feel and the name they don't like to be called on how that makes them feel. In the sample below, you will see both words and symbols that you can use.

 I like to be called _____.	 I do not like to be called _____.
 I like it because _____.	 It makes me feel _____.

Note: You may want 2nd graders to write the sentence, you may want the Kindergartners and 1st graders to simply draw the picture for the second box. Remember that they can choose a word, name from the list they created.

Have students share with the class.

Wrap it up by asking students if they can agree to calling people either the name they were given (Jorge, Mary, Lucy) or a name that makes people feel positive.

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 learned about names 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.