

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grade
Lesson Title:	Peace Table or Peace Walk
Focus:	Conflict Resolution—Strategies for Resolving Conflict

Materials: None

Opening

State the Objective

With a partner we will follow a 7-step plan to help reach a conflict solution.

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.”

Step 2: Share how you feel about it.

“I am upset and mad!”

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<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 Me
Focus:	Conflict Resolution—Strategies for Resolving Conflict

Materials: Butcher paper (one large piece for each student), crayons or markers

Opening

State the Objective

Today we will learn more about ourselves..

Gain Prior Knowledge

Read the poem to yourself. Rather than show students the completed poem, omit the adjectives and the last line. (Tell me I'm . . .) Ask students to write down eight desirable qualities they have or they would like to have (honest, handsome, fair, nice, happy, hungry, exciting, athletic, or beautiful). Then, ask students to fill in the blanks on the poem. Have students write their own poems. After sharing, reveal the original poem.

Tell Me

Tell me I'm clever
 Tell me I'm kind,
 Tell me I'm talented.
 Tell me I'm cute,
 Tell me I'm sensitive.
 Graceful and wise,
 Tell me I'm perfect –
 But tell me the truth.

Shel Silverstein

Content (the "Meat")

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

1. Ask students what they like to do. Talk about how they have fun at recess, after school, on weekends and during vacations.
2. Share with their partners how they have fun.

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.

Students Practice ("You do")

1. Provide students with a large piece of butcher paper.
2. Using pencils, students work in partner-pairs to trace the outline of their entire body

Stop the class and focus on a student's key learning or understanding. Ask open-

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<p>on the butcher paper.</p> <ol style="list-style-type: none"> 3. Students will draw who they are. Begin with the body. Do they have strong muscles, red hair, brown eyes, or any other physical attributes that belong just to them? Add these to their body outline. 4. Talk about their hearts. What do they love to do? Who do they love? Draw their heart and add everything they love and love to do. 5. Talk about their minds. What do they think about? What are they learning? What do they want to learn to do some day? Draw these things inside and around their brain. 6. Talk about their spirit. What inspires them to do the right thing? How they know to be honest and kind? 7. After the drawings are completed, share “This Is Me” bodies with partners and with the whole class. Display bodies around the classroom if possible. 	<p>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>
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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>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 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:	What Can I Do?
Focus:	Conflict Resolution—Strategies for Resolving Conflict

Materials: Poster paper, markers or crayons, if desired.

Opening

State the Objective

Today we will learn about the “fight or flight” response, which is a normal reaction to conflict. We will also learn strategies that are more effective than “fight or flight.”

Gain Prior Knowledge

“Fight or flight” is a normal response to stressful situation. In ancient times, when man was threatened by an enemy, he would often stop and fight the aggressor. If the danger was extreme, man would run or “take flight” to get out of harm’s way. In modern times, most conflicts do not lead to violence, so the need to fight is reduced.

Content (the “Meat”)

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

1. Ask students, “What would you do if you saw a fight starting in the street between two people and you didn’t know them at all? Would you join in the fight or “run for the hills?” What other strategies could they use? (Call 9-1-1, yell for help, learn never to go in that part of town again.)
2. Ask students, “What would you do if you saw a fight starting in the street between two people that you knew? Would your response be the same?”
3. Ask students, “Why do people stand around and watch conflicts? (They are exciting and a part of life.) “Is it safe to watch conflicts?”

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”)

1. Students work in small groups. Brainstorm other strategies to use other than “flight or flight.”
 - Games of Chance – Flip a Coin; Rock-Paper-Scissors
 - Taking Turns – Use a timer
 - Apologizing
 - Sharing
 - Talk it out
 - Drop the matter
2. Share strategies in a “Freeze Frame.” Students in groups of 3-5 act-out the solution by “posing and freezing” for ten seconds. Classmates guess the strategy.

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3. Variation: Student groups create posters to show alternate strategies.	
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? <hr/> <p style="text-align: center;">Debrief</p> <p>WHI?</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 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? <hr/> <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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Why is There Conflict?
Focus:	Conflict Resolution—Strategies for Resolving Conflict

Materials: Individual white boards, markers, erasing cloth

Opening
State the Objective
Today we will learn why there is conflict between people.
Gain Prior Knowledge
Conflict is a normal part of childhood, an important part of social interaction. Learning conflict resolution strategies as a child improves coping and communication skills and promotes better relationships as adults.

Content (the “Meat”)	
<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <ol style="list-style-type: none"> 1. Have students give examples of how people don’t often see things the same way. Act out a few of these examples: <ul style="list-style-type: none"> • Your younger brother keeps bothering you when you’re trying to do your homework. What is the point of view of your younger brother? • You want to be alone, but a friend wants to be with you. How do you see things differently? • There are two witnesses to an accident. Each witness has a different story about what they saw. They both saw the accident. Which witness is right? 2. 4 Directions: <ul style="list-style-type: none"> • Divide students into partner-pairs. Stand back-to-back. • Each student describes what he sees from his point of view. Are the descriptions the same? • Now each student makes a ¼ turn. Describe what they see. Are the descriptions the same? • Finally, students take a ¼ turn again. Describe what they see. Now are the descriptions the same as when they first stood back-to-back? 	<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 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.</p>
Students Practice (“You do”)	
Faces	
<ol style="list-style-type: none"> 1. Talk about body language. How can we “read” a person by looking at their facial expressions, eyes, mouth, hands? 	

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<ol style="list-style-type: none"> 2. As a whole class, have students act out several facial expressions. Students form the expression and hold the pose for 5 seconds: surprise, anger, happiness, fear, shock, sadness, excitement, cheering, and disgust. 3. Provide students with white boards, markers and erasing cloths. 4. Ask one student to pose with a facial expression for 10 seconds in front of the class. Students draw the expression as fast as they can. Share their drawings. 5. Talk about the facial expression. What happened to the eyes, eyebrows, mouth, hands, and skin? Are these changes in expression indicators of the emotions a person is feeling during a conflict? How can we help calm down the person? When is it a good time to just drop the whole thing? 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Recap what we did today. • Did we learn why people have conflict?
Debrief
<p>Likes and Dislikes</p> <p>Create a chart and list what students like and what students didn't like about the activity. You might probe by asking, "What about this activity did you . . . ?"</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.
