

## Consult 4 Kids Lesson Plans

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

**Materials:**

Posters if needed

### Opening

#### State the objective

The objective of this lesson is to learn the meaning of conflict. Students learn what it takes to be someone who can “manage conflict.”

A conflict means two or more people do not agree. Sometimes conflicts are hard to work out. There might not be an easy approach. Here are three common approaches to resolving conflict: (1) Go on the attack! (2) Stand up for your interests. (3) Give in.

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

**Ask students:**

1. What does it mean to be a “big kid?”
2. What is the difference between being a “bully” and a “big kid?”
3. When you accept responsibility, how can you benefit from that?
4. If you don’t accept responsibility, what will the consequences be?
5. Read this poem to students. What does it tell us about big kids and bullies?

#### Tombstone

Here lies  
A bully  
Who wasn’t so wise.  
He picked on  
A fellow  
Who was his own size.  
Lucia and James L. Hymes, Jr.

### Content (the “Meat”)

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

1. Ask students to brainstorm all associations they have with the word “conflict.” (Neighbor, family members, etc.)
2. Ask students **when** they have experienced conflict. (Night time, large events, mall)
3. Describe how you felt physically and emotionally during conflict.
4. **Brainstorm what it takes to be someone who can “manage conflict.”** What would you want that person to do?

#### **\*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

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<ul style="list-style-type: none"> <li>• Watch for conflict</li> <li>• Figure out how to intercede,</li> <li>• Listen closely to both sides</li> <li>• Help kids talk it through</li> <li>• Listen without judging</li> <li>• Other</li> </ul>	<p>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><b>Student Practice ("You do")</b></p>	
<ol style="list-style-type: none"> <li>1. Students rank the brainstormed list.</li> <li>2. In small groups, create both a job description and a Wanted Poster for a person that can "manage conflict."</li> <li>3. After that, write down the questions they would like to ask this person.</li> <li>4. For younger youth, they could simply draw the poster, and then add words that they had brainstormed.</li> </ol>	

### Closing

#### Review

Say:

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

#### Debrief

**Three Questions:**

- :
1. What was your best learning from this activity?
  2. Ask your neighbor, "What would you have liked to have spent more time on?"
  3. How can we make this activity better 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.

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

<b>Materials:</b> None
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### Opening

#### State the objective

The objective of this lesson is to learn steps to resolve conflict.

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

**Ask students:**

- Write this poem on the white board.

#### A-tions

If we meet and I say, "Hi,"

That's a salutation.

If you ask me know I feel,

That's consideration.

If we stop and talk a while,

That's a conversation.

If we understand each other,

That's communication.

If we argue, scream and fight,

That's an altercation.

If we later apologize,

That's reconciliation.

If we help each other home,

That's cooperation.

And all these ations added up

Make civilization.

(And if I say this is a wonderful poem.

Is that exaggeration?)

Shel Silverstein

- Read the poem. (-ation is a suffix meaning the "process of."
- Ask students to highlight the key words: salutation, consideration, conversation, communication, altercation, reconciliation, cooperation, and civilization. Are all of these words necessary to have a civilization?
- Which word means almost the same as "conflict?" (altercation)
- Which words are involved in conflict? (conversation, communication, altercation)
- Which words are better choices than conflict? (salutation, consideration, conversation, communication, cooperation)

### Content (the "Meat")

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

Here are a couple of 5-10 minute activities to promote positive community-building. If a few students are uncomfortable giving an answer, they may “pass.”

1. **Anger Ball-Toss:** Find a soft ball. Have the class stand in a circle. Toss the ball to a student that is willing to begin the game. Ask the student to complete the sentence, “I feel angry when . . .” Repeat the completed sentence. The first student tosses the ball to the next student who completes the sentence, and so on.
2. **I Got What I Wanted:** Have students complete the following sentence: “A time I got something I wanted was when . . . “ Did you use conflict to get what you wanted?”
3. **Steps to Conflict Resolution:** Ask students to explain these steps in their own words to their partner.
  - Each person gets to define the problem from his/her point of view without interruptions from the person they are in conflict with.
  - Each person gets to share how they think the problem could be resolved.
  - After brainstorming solutions, each person has the opportunity to tell which solution would work.
  - Discuss and make a decision about the solution, and then shake hands.

### \*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”)

Have students practice the steps on the following scenarios:

1. Student comes to complain about someone else ruining his/her work. They don’t want to work with that person any more.
2. Two students have seen the same “lost item” (dollar, calculator, etc.). They both want it and believe it should be theirs.
3. One student has broken another student’s pencil and took some of that person’s papers.
4. One student claims that another student took his/her bicycle helmet without asking.
5. Two students want to sit in the same desk at the same time.

### Closing

#### Review

Say:

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

#### Debrief

#### Three Questions:

1. What was one thing you learned in this activity?
2. Ask your neighbor, “What would you have liked to have spent more time on?”
3. How can you use what you learned from this activity in your real life?

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### 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)
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<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grade
<b>Lesson Title:</b>	Responsibility for Your Own Behavior
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

Posters if needed

### Opening

#### State the objective

In this lesson students will learn that part of being responsible is learning from your mistakes. You must first take ownership of the mistake you made and then think about how you can do things differently next time. Thomas Edison was one of the world's greatest inventors. He is the person who invented the light bulb. He tried over 10,000 times to make a light bulb that worked before he got it right. Making a mistake is not the end of the world, but not learning from the mistake is a tragedy.

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

**Ask students:**

1. What does it mean to be a "big kid?"
2. What is the difference between being a "bully" and a "big kid?"
3. When you accept responsibility, how can you benefit from that?
4. If you don't accept responsibility, what will the consequences be?
5. Read this poem to students. What does it tell us about big kids and bullies?

#### Tombstone

Here lies  
A bully  
Who wasn't so wise.  
He picked on  
A fellow  
Who was his own size.  
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### Content (the "Meat")

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

Think about mistakes that you have made (simple to hard), and think about what you learned from those mistakes. Students provide their own examples. The following are just to get you to think about it.

1. Not getting a hall pass to leave your classroom to use the restroom, and being stopped by the hall monitor.
2. Thinking you could hide your homework from your mom or dad.

#### **\*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.

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<p>3. Lying about taking someone else's book.</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>
<b>Student Practice ("You do")</b>	
<p>Present these three scenarios to the class. Have kids work in groups with each of the scenarios. Students decide how they will share out the actions they think the person should make (poster, skit, song, rap, etc.)</p>	
<b>Scenario #1</b>	
<p>You are sitting in the cafeteria. A kid walks out of the cafeteria and leaves \$1.00 in change by his plate. No one else is looking and you are pretty sure that the kid was too busy to remember. What choices should you make?</p>	
<b>Scenario #2</b>	
<p>You are coming out of the restroom. There were some other kids standing in the restroom when you left. They are putting paper towels in the toilets and flushing, hoping to plug them up. What choices should you make?</p>	
<b>Scenario #3</b>	
<p>You are waiting for you mom to pick you up in front of the school. She isn't there. Across the street is a corner market. You have the money for tomorrow's lunch in your pocket. Your best friend asks you to come with him to the store. What choices should you make?</p>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>WHI:</b></p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> <li>1. What were some of the questions that came up in your group?</li> <li>2. How did you go about including everyone?</li> <li>3. If you were to try this again, what might you do differently?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in physical activity.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• 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)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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<b>Component:</b>	Conflict Resolution
<b>Grade Level:</b>	K-5 <sup>th</sup> Grade
<b>Lesson Title:</b>	What Happens When Someone Else Is the Winner?
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

None

### Opening

#### State the objective

The objective of this lesson is to learn steps to deal with not being the winner.

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

**Ask students:**

1. Have you ever tried out for a sport, gave it your all, and didn't make the team? Were you on a team playing for the championship, only to lose by one point? Were you in a contest trying to sell the most candy, and you sold almost all your candy, just to find out that someone else sold every candy bar and won the grand prize?
2. Talk about when students have tried to win, but lost. Have students explain how it feels to lose and not win.
3. Read an excerpt from The Race, by Dr. D. D. Groberg. (See Attachment) Talk about what it means to "Rise each time you fall. (cooperation)

### Content (the "Meat")

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

Losing is a natural part of life, but learning to lose gracefully doesn't always come so naturally.

1. Ask students to think about how to lose gracefully.
2. Role-play how to say, "Congratulations," to the winner and to shake his hand.
3. When you throw a fit when you lose, or boast about winning, how does that make you look to others?

#### **\*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.

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

Have students brainstorm some things to do when they are feeling upset after losing.

1. Take 10 deep breaths.
2. Think of something else to do.
3. Tell a friend.
4. Also, make a list of things that would not be appropriate to do when you are feeling this way: Hit somebody, scream at the person, break something.
5. Have students create posters, skits, acrostic poems, raps, songs, to share this information.

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 Whats:

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 to use in your real life?

#### 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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