

## Consult 4 Kids Lesson Plans

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

**Materials:**

None

### Opening

#### State the objective

The objective of this lesson is to introduce students to an important concept -- *Good citizens do their part to make their community a good place to live.* Students learn that they have the power to make a positive difference in the world.

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

“What can we do to become good citizens?” (Participate in community service; help take care of the environment)

“How should we treat other people?” (Treat others with respect and dignity; follow the rules of your family, your school, and your society)

### Content (the “Meat”)

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

1. Ask students, “What is a hero?” (Someone who commits an act of remarkable bravery, great courage, and strength of character)
2. “Who is one of your heroes?” Compare the definition of a hero with your hero.
3. “What makes that person a hero? Do kids have power to make a positive difference in their community?”

#### \*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”)

1. Role Play: Go over the rules at your school site. Turn them into role-play situations. Students act out themselves or use puppets. Role-play poor citizenship, and then, good citizenship. Students assess themselves, giving their performance a 3 (Outstanding), 2 (Okay), or 1 (Needs Improvement).
2. Divide students into small groups. Each group will identify a problem in your school or community that needs to be fixed.
  - a. What is the problem?
  - b. Why is it a problem (what bad things happen because of this problem?)
  - c. What needs to be done to fix the problem?
  - d. Whose responsibility is it to fix the problem?

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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| <p>e. What good will come of fixing the problem?</p> <p>3. Talk to somebody about how to begin on the project.</p> |  |
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### Closing

#### Review

Say:

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

#### Debrief

#### **Four Step Debrief:**

In this debrief, students “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

1. Step 1: Describe: Students describe what they did during the activity.
2. Step 2: Interpret: Students answer one, some or all of the following questions:
  - What were your key learning’s when you participated in this activity?
  - What skills did you need to participate in this activity?
  - How did you feel when participating in this activity?
3. Step 3: Generalize: How can you use the key learning’s in your life?
4. Step 4: Apply: How can you use the skills or your key learning’s when you become an adult?

#### **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>	Caring
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

Bulletin Board, Post-It notes, card-stock paper, enough for one for each student, crayons

### Opening

#### State the objective

The objective of this lesson is to introduce students to an important character trait – Caring.

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

What does it mean to be caring?

Who do you know that is a “person of character”? What about them makes you believe that? Are they caring?

Example: A person of character is caring. A caring person is compassionate, considerate, and unselfish. A caring person shows appreciation, forgives others, and helps people without expecting anything in return. Martin Luther King, Jr. said, “Life’s most persistent and urgent question is: What are you doing for others?”

### Content (the “Meat”)

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

1. On the whiteboard, write this sentence starter: “A caring person does . . . (behave kindly towards others, consider the feelings of others, think about how his or her behavior affects others, and do good without thought or reward.)” And then write, “A caring person doesn’t . . . (forget to give praise or gratitude, refuse to forgive).” Talk with your students about the meaning of each aspect of caring.
2. Ask students to think about a time when they and another person had a conflict. What was the problem? What caused the problem? How can you resolve the problem by being a caring person? Remind students not to use real names.

#### Student Practice (“You do”)

1. Ask students to think of someone who has helped him or her in some way. Challenge each student to design a card for someone. Inside the card, have the student write a personal note of thanks and sign his or her name.
2. Create a Caring Calendar. Divide a bulletin board into a calendar grid. Number each square to represent the days of the month. Provide students with Post-It notes. Students write an idea of how they can be compassionate, considerate or

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

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unselfish on that day. Each afternoon, ask a student to read the caring idea for the day. At the end of the day, ask students how they used the caring idea.

### Closing

#### Review

Say:

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

#### Debrief

#### **Liked Best, Next Time (LBNT):**

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.

#### **Reflection (Confirm, Tweak, Aha!)**

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- 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>	Cooperation
<b>Focus:</b>	Strategies for Resolving Conflict

**Materials:**

None

### Opening

#### State the objective

Students will learn that cooperation is a basic life skill that will help them work successfully with others. They will learn the benefits of being a cooperative person, and how cooperative people behave toward each other.

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

“How can we learn to be a cooperative person?” (listen carefully to others; share; take turns; do your part; make people feel needed)

“How would you feel if you were left out of the group?” (unhappy, isolated)

### Content (the “Meat”)

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

1. Ask students, “What makes working in a group fun? What can make it **not** fun?”
2. Name things you do at school that require cooperating. (transitions, games)

#### Student Practice (“You do”)

1. Divide student into four groups. Tell them they are going to make music. One group claps, one group whistles, one group taps on their seats, and one group makes shushing sounds with their mouths (like cymbals).
2. Each group plays their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other members of the group.
3. In order to accomplish this, they have to listen to what each other is doing and adjust.
4. Point to each group one at a time, letting each group get their act together. Then start adding the groups together allowing time for them to adjust what they’re doing until they start to sound good. Eventually you will have all the groups going at once in a well-coordinated concert.
5. When the concert is over, ask students what made this activity fun and why it required cooperation to make it work.

#### \*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 What's:

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 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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## Consult 4 Kids Lesson Plans

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

**Materials:**

None

### Opening

#### State the objective

Students will learn that other students experience the same kinds of emotions as they do. It is also important to understand what they're feeling and to be honest about it. Students will learn that they can often benefit by discussing their feelings with someone they trust.

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

"Is it okay to have feelings of sadness, fear, anger, and being embarrassed?"

"What is the best thing to do when you have these feelings?" (Take a time-out before you act. Take slow, deep breaths and relax all the muscles of your body. Pretend you are in a safe place.)

### Content (the "Meat")

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

1. Ask, "What kinds of things are scary to kids?" Write these scary things on the white board.
2. Ask, "How do people act when they don't want to admit they are afraid?"

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

##### Students Practice (You Do)

The purpose of this activity is to help kids understand that there are things they can do to change the way they are feeling. Have the group brainstorm ways of making each of the changes listed below. Put all ideas on the white board. Act out a few of their ideas.

Warm-up: Have the group think of synonyms for each of the feelings in the list. For example: *bored/impatient, enthusiastic/excited.*

- a. I am feeling *bored*. I would like to feel *enthusiastic*.
- b. I am feeling *fidgety* and *anxious*. I would like to feel *calmer*.
- c. I am feeling *afraid*. I would like to feel *secure*.
- d. I am feeling *sad*. I would like to feel *happier*.

#### \*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.

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| <p>e. I am feeling <i>angry</i>. I would like to feel more <i>peaceful</i>.</p> <p>f. I am feeling <i>nervous</i>. I would like to feel more <i>confident</i> or sure of myself.</p> |  |
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### Closing

#### Review

Say:

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

#### Debrief

**WHI:**

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
  1. If you were to try this again, what might you do differently?

#### 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.