

Conflict Resolution Rubric

Conflict Resolution Rubric			
Beginning	Emerging	Applying	Integrating
<ul style="list-style-type: none"> ➤ Hold others in unconditional positive regard ➤ Paper, Rock, Scissors used as a strategy to resolve simple conflict ➤ Look for common ground ➤ Program Agreements referenced during activities 	<ul style="list-style-type: none"> ➤ What's Up? utilized to give students a voice, ask for suggestions ➤ Presents students with variety of strategies to resolve conflict ➤ Students appear willing to resolve conflict ➤ Students practice listening empathetically to one another ➤ Understand difference between "who" and "what" 	<ul style="list-style-type: none"> ➤ Makes a "Peace Table" available for youth to resolve conflict utilizing answers to these questions: <ul style="list-style-type: none"> ○ Why am I feeling (angry, hurt, unhappy?) ○ What do I want to change? ○ What do I need to do to let go of the unhappy feelings I have? ○ Whose problem is this really? ○ What is the unspoken message I infer from this situation? ➤ Students use "I messages" to express themselves ➤ Students "map" the conflict to broaden perspective ➤ Works with students on strategies to manage emotions—uses words to express fear, hurt, frustration, etc. 	<ul style="list-style-type: none"> ➤ Win-win strategies embedded in the conflict resolution strategies ➤ Transforms conflict into opportunity

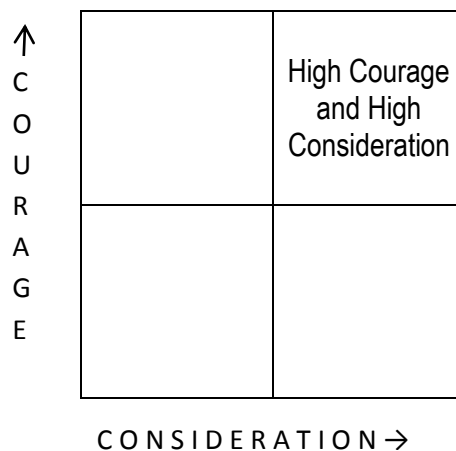
Conflict Resolution Strategies and Activities

Walk Away

Walking away doesn't always feel good. As human beings when we face conflict we will either fight or take flight. What are some things that students can do to walk away and yet still not feel cowardly,

Covey tells us that finding a win-win solution requires that we combine both courage and consideration if we are to be successful. Sometimes walking away when the feelings are raw and tempers are flared, gives you a chance to get your emotions under control and then come back together to have a conversation.

This is what the Courage and Consideration grid looks like:



Concept from 7 Habits of Highly Effective People

When youth are in the upper right hand corner, they will share the thoughts they have in a considerate manner, being sure to both express themselves clearly and listen carefully.

Use "I Messages"

Heroes

Speaking in an "I message" requires courage. Before looking at the formula for the "I message" talk with youth about being a hero and how they can be a hero by speaking up for themselves.

Ask students, "What is a hero?" (Someone who commits an act of remarkable bravery, great courage, and strength of character)

"Who is one of your heroes?" Compare the definition of a hero with your hero.

"What makes that person a hero? Do kids have power to make a positive difference in their own lives?"

I Messages

An “I-message” or “I-statement” is a statement about the feelings, beliefs, values etc. of the person speaking, generally expressed as a sentence beginning with the word "I", and is contrasted with a "you-message", which often begins with the word "you" and focuses on the person spoken to. To speak in “I messages” the youth needs to practice beginning an “I message” by saying:

- “I feel...”
- “I am sad...”
- “I enjoy ...”

The next part of the message identifies when the feeling occurs

- I feel left out when I am not picked to be on the team...
- I am sad when others ignore me...
- I enjoy being part of a group...

In the final part of the “I message” the youth should say what he/she wants.

- I feel left out when I am not picked to be on the team. I would like to play with everyone else.
- I am sad when others ignore me. I would like for people to say “hello” to me and have a conversation.
- I enjoy being part of a group. I would like to continue to be part of the team.

The goals of an “I” message” is to share what the person is feeling. These messages should:

- avoid using "you" statements that will escalate the conflict
- respond in a way that will de-escalate the conflict
- identify feelings
- identify behaviors that are causing the conflict
- help individuals resolve the present conflict and/or prevent future conflicts.

Find a Compromise

Finding a compromise requires that youth work together with one another to achieve a common goal. The activity below can facilitate this.

Making Music

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.

Listen to the other person to determine what they are saying, and then see if you can find “common ground”

Common ground is a place where people find attitudes that they share. It is the beginning of finding out how you can agree and work with another person.

Being A Friend

1. Write on the white board, “To have good friends, you must be a good friend.”
2. Ask students to explain that statement and to tell you why they either agree or disagree with it.
3. Have students think about a time when they had terrific fun together with a friend.
4. Ask students why it was so much fun.
5. What did you like about your friend that made it fun to be together?

List 3 Things You Could Do to Resolve This Conflict

Sometimes when we are in the middle of a conflict, we get so wrapped up in being hurt or angry that we cannot think clearly about what should be done to resolve the conflict. This list does not require that you work with the person you are in conflict with. This is a list to help you think about what could resolve the conflict from your point of view. For example, your list might include:

- An apology
- Talking about how we can avoid this conflict in the future
- Telling others that we have agreed to disagree

Ask the Person to “STOP!”

This seems like such an easy thing to do, but many times no one tells the other person to “STOP” in a way that makes it clear that is exactly what you want to have happen. Here are some things to do so that your statements will be more believable. These suggestions have to do with body language and how you present yourself to others. Research has shown that 55% of communication is about body language. 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.

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

Visit a “Cool Down” Spot

When we are in conflict we are usually feeling angry and hurt. Something has occurred that makes us have strong feelings. Sometimes the best thing you can do is simply remove yourself from not only the situation but everyone else as well. When there is a conflict there are the people who are involved in the conflict and then there are the people who are observing it. When you visit a “Cool Down Spot” you are away from everyone so you can not only calm down you can think about the situation as well. One of the things you might want to think about is what it means to be a “caring person”

Caring Person

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.

Ask a Peer or Adult to Mediate

Mediation means that someone who is not involved in the conflict listens to both sides of the conflict and tries to help both sides of the conflict find “common ground”. If you are going to look for a peer mediator it is important that they understand that they are not going to embarrass someone or make anyone feel stupid. The following activity should be helpful in understanding this.

TV Shows

1. Name a couple of popular TV shows.
2. Do the characters put each other down and try to make each other feel stupid? Or are they kind and helpful toward each other?
3. Relate a personal story when you (the leader) felt embarrassed about not knowing or not being able to do something.
4. What happened? How did you get help?

Talk It Out

It is important that we learn to talk out conflict. Often times children hear people say, “Use your words”. We have also heard it said “Sticks and stones may break my bones but words will never hurt me.” It is important to understand that words to hurt and can really make things work. To manage your anger you also need to manage the words that you say. It is important that you share your thoughts in a way that will not make things worse. Try this activity with the children so they can practice the words they say.

Words You Say

1. Divide students into small groups.
2. Have them make a list of words that people use when they are angry or hurt.
3. Ask them to create a chart that has two columns with these headings: Words That Help
Words That Hurt
4. Ask students to place the words on their list in one column or another
5. Once they have finished they should prepare to share what they think with the others groups of youth by choosing from one of the ideas below:
 - Skit
 - Game
 - Song
 - Rap

- Poster
- Acrostic poem
- Freeze frame
- Ice breaker
- Other

From Where I Stand or Sit

1. Choose whether you want to sit at a Peace Table or take a Peace Walk with a partner.
2. Whether you decide to sit at the table or to walk, turn so you are back-to-back, facing opposite directions.
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 opposite directions. 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. This will give you a chance of finding "peace".

Go Play with Someone Else

Sometimes we get locked into doing something only one way. We think that if we don't get to play with who we want to play with, or walk the way we want to walk, or be on the team we want to be on, then the world is a horrible place and we are being picked on. How we think about not "getting our own way" makes a difference when it comes to resolving conflict. Try this activity to help youth understand that attitude really does matter.

Half Empty, Half Full

1. Fill a glass halfway with a colored liquid.
2. Ask the students to say whether it's half-empty or half-full. They will conclude that it could be either one.
3. Talk about your attitude.
4. Half-full means a positive attitude. Half-empty is a negative attitude.
5. How can our attitudes influence the way we see many things in our lives.
6. Have students share sentences to support their attitude about the glass and liquid.
7. "The glass is half-full because things will always get better."

Count to 10

Counting to 10 gives you a break in your emotions. It is like giving yourself a time out. It is not punitive, it is simply a strategy to give you a chance to regroup. When you are unhappy or angry, it is like having a bottle that has holes in it. It is important that youth develop strategies to “fill those holes”. “Filling the holes” is also something we do when we try to get along with others.

Filling the Holes

1. Divide students into partner-pairs.
2. Ask students to brainstorm ways that they can plug up the holes in their bottles. (Be considerate of others, help others, being a cooperative member of a team, encourage someone)
3. Ask partner-pairs to develop a skit about two people meeting each other for the first time.
 - a. One tries to impress the other by telling about his or her accomplishments or possessions.
 - b. The other talks about the kind of person he or she is and things he or she likes to do.
4. Which student is plugging the holes? Which student is poking the holes?

Use Kid Words and Friendly Voices

It is important when we talk to youth and when they talk to each other that they are communicating the desire to resolve the conflict. This can be done with words and voice, and can also be done with body language. Research tells us that 55% of communication is body language, 37% tone of voice (in other words attitude), and the remaining 8% has to do with the words we use. We need to look for congruence between words, body, and tone—in other words all three need to be sending the same message.

Faces

1. Talk about body language. How can we “read” a person by looking at their facial expressions, eyes, mouth, hands?
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?

Think or Write About What You Could Do

Thinking about what you could do is really important. Being intentional with your words and your actions will make it much easier to get your point across. Sometimes the very best thing you can do is to simply say “No”. This sounds so easy, but in reality it is really quite challenging to do. Try this activity.

Just Say “No!”

1. Brainstorm up to 10 different situations that youth can find themselves in that they should say “no” to.
2. List them on the board or a chart.
3. Write the three-step “How to Say No” technique below on the board. Have the group use it to perform some role-playing exercises.
 - a. Don’t feel like you have to give an excuse. Just say, “No.”
 - b. Keep in mind that you do not have to say “Yes” just because you are capable of doing what is being asked.
 - c. Don’t say “Yes” on the spot. Let the person you need to think about it and then get back to them.
4. What is the problem with what you are being asked to do? Be specific about what is wrong. “That is stealing.”
5. What could happen if you don’t say “no”? Could anyone be harmed by it? Could it get you into trouble?
6. What could we do instead? If you suggest something, it makes it easier for your friend to go along with you.

Take Turns—Share

This is an activity that helps students to value the efforts of others as well as cooperation. After the activity is over discuss the importance of sharing and working together.

Building Boats

1. Divide students into small groups.
2. Provide students with cardboard, paper scraps, pieces of wood, modeling clay, plastic wrap, fabric scraps, straws, craft sticks, scissors, glue, staplers and tape.
3. Tell the groups that the task is to construct a boat that will float.
4. After the boats are completed, have the groups share their boats with the class.
5. Discuss how the boats can be so different and yet float.

6. Make a correlation between the boats and people. We are all different, so we work in our own unique ways.

Ignore It If You Can

Ignoring things can really be challenging, however, it is one of the best strategies for minimizing behaviors that you don't like. That being said, ignoring a challenging behavior is more effective when an adult ignores a child's behavior so that he/she cannot benefit from the misbehavior. When dealing with a peer, it often just escalates the behavior because the peer wants to get a reaction. So, ignoring if you can will work, the challenge is to know when you can.

Ignore or Not Ignore

1. Have the youth as a class make a list of behaviors and actions that "drive them crazy" and that they don't like.
2. After the list has been made, divide the group into pairs and ask each pair to decide whether or not the behavior should go into the "Ignore" category or "Not Ignore" category. Youth should be prepared to talk about the reasoning behind the placement of the behavior.
3. Have pairs share with one another and create a consensus list.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten-5 th Grades
Lesson Title:	What's Up? #1
Focus:	Forum for Student Voice and Opinion

Materials: None

Opening

State the objective

Today, students will participate and share thoughts, praises, concerns, and suggestions.

Gain prior knowledge by asking students

When have you given or received a “praise” from someone else? How did you feel?

When have you had an opportunity to share your opinion and thoughts? How did that experience feel?

Have you ever had a challenge or problem that you have wanted to share with someone, but didn't know how to do that? When, where and what?

Content (the “Meat”)

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

- Explain to students that once a week you will have a class meeting.
- Explain that part of that meeting will be called What's Up?
- Explain that during that section of the class meeting, people may offer praises to another class member or someone outside of class; share successes that they've had, and express concerns or ask for advice.
- Ask for 6 volunteers to come to the front of the room and sit in a circle.
- Once the students are sitting in a circle, ask them to think of a praise that they can give someone—Example: “I praise Julie for helping me carry the box of books this week. She didn't have to help, but she did” or “I want to thank Jorge for helping me with my math last Tuesday—it really helped”. Share with students that when they receive a praise they are only able to say “Thank you” and nothing else.
- Ask volunteers to share a success with the group. Example: I was successful last week when I got 100% on my spelling test or I was on the winning soccer team over the weekend and we all got trophies and pizza. Remind the audience that they need to celebrate with the person and not co-opt the moment by saying something about themselves. They can do that on their own.
- Ask volunteers to share a concern or ask for help. Example: I have been bullied in the bathroom and I don't know what to do to get it to stop. Others volunteer suggestions about what might work using the words, “In my experience I have tried...” The person asking for advice may take notes but can only say “Thanks” to the person sharing possible suggestions—even if it is a strategy that the person asking for help has

*Activity → Teachable Moment(s) throughout

Remember that you are teaching a process. Go slow to go fast. Take the time to learn the process of What's Up thoroughly so students will have a forum to express themselves and resolve conflict.

Consult 4 Kids Lesson Plans

<p>already tried.</p> <ul style="list-style-type: none"> • When you have gone that the process of What’s Up in a demonstration, group the students in one group and run the process. <p>Notes for you: Get the conversation started and then sit down. Remember that the students will look to you to be the expert in the room and that it is not your role in this process to be the expert. Also the first 3-4 What’s Up sessions you have will feel awkward, but they will become an integral part of your program—be patient and work the practice through.</p>	
<p>Students practice (“You do”)</p> <ol style="list-style-type: none"> 1. Have all of the students join the volunteers in a circle. 2. Share with students that you are going to be a participant in this activity, and that you will be taking notes to help you remember the flow of the conversation. 3. Designate a student to be the leader of the group—this will be the person who will call on other students to share throughout the meeting. 4. Begin the What’s Up meeting. 5. Take time outs and utilize the teachable moment when the process is not flowing—establish that silence is an appropriate response when people are thinking. 	

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 Theme 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.
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Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten-5 th Grades
Lesson Title:	What's Up? #2
Focus:	Forum for Student Voice and Opinion

Materials: None

Opening

State the objective

Today, students will participate and share thoughts, praises, concerns, and suggestions.

Gain prior knowledge by asking students

When have you given or received a “praise” from someone else? How did you feel?

When have you had an opportunity to share your opinion and thoughts? How did that experience feel?

Have you ever had a challenge or problem that you have wanted to share with someone, but didn't know how to do that? When, where and what?

Content (the “Meat”)

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

- Explain to students that once a week you will have a class meeting.
- Explain that part of that meeting will be called What's Up?
- Explain that during that section of the class meeting, people may offer praises to another class member or someone outside of class; share successes that they've had, and express concerns or ask for advice.
- Ask for 6 volunteers to come to the front of the room and sit in a circle.
- Once the students are sitting in a circle, ask them to think of a praise that they can give someone—Example: “I praise Julie for helping me carry the box of books this week. She didn't have to help, but she did” or “I want to thank Jorge for helping me with my math last Tuesday—it really helped”. Share with students that when they receive a praise they are only able to say “Thank you” and nothing else.
- Ask volunteers to share a success with the group. Example: I was successful last week when I got 100% on my spelling test or I was on the winning soccer team over the weekend and we all got trophies and pizza. Remind the audience that they need to celebrate with the person and not co-opt the moment by saying something about themselves. They can do that on their own.
- Ask volunteers to share a concern or ask for help. Example: I have been bullied in the bathroom and I don't know what to do to get it to stop. Others volunteer suggestions about what might work using the words, “In my experience I have tried...” The person asking for advice may take notes but can only say “Thanks” to the person sharing possible suggestions—even if it is a strategy that the person asking for help has

*Activity → Teachable Moment(s) *throughout*

Remember that you are teaching a process. Go slow to go fast. Take the time to learn the process of What's Up thoroughly so students will have a forum to express themselves and resolve conflict.

Consult 4 Kids Lesson Plans

<p>already tried.</p> <ul style="list-style-type: none"> • When you have gone through the process of What's Up in a demonstration, group the students in one group and run the process. <p>Notes for you: Get the conversation started and then sit down. Remember that the students will look to you to be the expert in the room and that it is not your role in this process to be the expert. Also the first 3-4 What's Up sessions you have will feel awkward, but they will become an integral part of your program—be patient and work the practice through.</p>	
<p>Students practice (“You do”)</p>	
<ol style="list-style-type: none"> 1. Have all of the students join the volunteers in a circle. 2. Share with students that you are going to be a participant in this activity, and that you will be taking notes to help you remember the flow of the conversation. 3. Designate a student to be the leader of the group—this will be the person who will call on other students to share throughout the meeting. 4. Begin the What's Up meeting. 5. Take time outs and utilize the teachable moment when the process is not flowing—establish that silence is an appropriate response when people are thinking. 	

Closing
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<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
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<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in Theme 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.
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Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten-5 th Grades
Lesson Title:	What's Up? #3
Focus:	Forum for Student Voice and Opinion

Materials: None

Opening

State the objective

Today, students will participate and share thoughts, praises, concerns, and suggestions.

Gain prior knowledge by asking students

When have you given or received a “praise” from someone else? How did you feel?

When have you had an opportunity to share your opinion and thoughts? How did that experience feel?

Have you ever had a challenge or problem that you have wanted to share with someone, but didn't know how to do that? When, where and what?

Content (the “Meat”)

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

- Explain to students that once a week you will have a class meeting.
- Explain that part of that meeting will be called What's Up?
- Explain that during that section of the class meeting, people may offer praises to another class member or someone outside of class; share successes that they've had, and express concerns or ask for advice.
- Ask for 6 volunteers to come to the front of the room and sit in a circle.
- Once the students are sitting in a circle, ask them to think of a praise that they can give someone—Example: “I praise Julie for helping me carry the box of books this week. She didn't have to help, but she did” or “I want to thank Jorge for helping me with my math last Tuesday—it really helped”. Share with students that when they receive a praise they are only able to say “Thank you” and nothing else.
- Ask volunteers to share a success with the group. Example: I was successful last week when I got 100% on my spelling test or I was on the winning soccer team over the weekend and we all got trophies and pizza. Remind the audience that they need to celebrate with the person and not co-opt the moment by saying something about themselves. They can do that on their own.
- Ask volunteers to share a concern or ask for help. Example: I have been bullied in the bathroom and I don't know what to do to get it to stop. Others volunteer suggestions about what might work using the words, “In my experience I have tried...” The person asking for advice may take notes but can only say “Thanks” to the person sharing possible suggestions—even if it is a strategy that the person asking for help has

*Activity → Teachable Moment(s) throughout

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Closing
Review
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Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	Kindergarten-5 th Grades
Lesson Title:	What's Up? #4
Focus:	Forum for Student Voice and Opinion

Materials: None

Opening

State the objective

Today, students will participate and share thoughts, praises, concerns, and suggestions.

Gain prior knowledge by asking students

When have you given or received a “praise” from someone else? How did you feel?

When have you had an opportunity to share your opinion and thoughts? How did that experience feel?

Have you ever had a challenge or problem that you have wanted to share with someone, but didn't know how to do that? When, where and what?

Content (the “Meat”)

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

- Explain to students that once a week you will have a class meeting.
- Explain that part of that meeting will be called What's Up?
- Explain that during that section of the class meeting, people may offer praises to another class member or someone outside of class; share successes that they've had, and express concerns or ask for advice.
- Ask for 6 volunteers to come to the front of the room and sit in a circle.
- Once the students are sitting in a circle, ask them to think of a praise that they can give someone—Example: “I praise Julie for helping me carry the box of books this week. She didn't have to help, but she did” or “I want to thank Jorge for helping me with my math last Tuesday—it really helped”. Share with students that when they receive a praise they are only able to say “Thank you” and nothing else.
- Ask volunteers to share a success with the group. Example: I was successful last week when I got 100% on my spelling test or I was on the winning soccer team over the weekend and we all got trophies and pizza. Remind the audience that they need to celebrate with the person and not co-opt the moment by saying something about themselves. They can do that on their own.
- Ask volunteers to share a concern or ask for help. Example: I have been bullied in the bathroom and I don't know what to do to get it to stop. Others volunteer suggestions about what might work using the words, “In my experience I have tried...” The person asking for advice may take notes but can only say “Thanks” to the person sharing possible suggestions—even if it is a strategy that the person asking for help has

*Activity → Teachable Moment(s) throughout

Remember that you are teaching a process. Go slow to go fast. Take the time to learn the process of What's Up thoroughly so students will have a forum to express themselves and resolve conflict.

Consult 4 Kids Lesson Plans

<p>already tried.</p> <ul style="list-style-type: none"> • When you have gone that the process of What’s Up in a demonstration, group the students in one group and run the process. <p>Notes for you: Get the conversation started and then sit down. Remember that the students will look to you to be the expert in the room and that it is not your role in this process to be the expert. Also the first 3-4 What’s Up sessions you have will feel awkward, but they will become an integral part of your program—be patient and work the practice through.</p>	
<p>Students practice (“You do”)</p>	
<ol style="list-style-type: none"> 1. Have all of the students join the volunteers in a circle. 2. Share with students that you are going to be a participant in this activity, and that you will be taking notes to help you remember the flow of the conversation. 3. Designate a student to be the leader of the group—this will be the person who will call on other students to share throughout the meeting. 4. Begin the What’s Up meeting. 5. Take time outs and utilize the teachable moment when the process is not flowing—establish that silence is an appropriate response when people are thinking. 	

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 Theme 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.
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Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grade
Lesson Title:	What Is Conflict?
Focus:	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

Consult 4 Kids Lesson Plans

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

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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Steps to Resolving Conflict
Focus:	Strategies for Resolving Conflict

Materials: None

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:

1. 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

2. Read the poem. (-ation is a suffix meaning the "process of."
3. 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?
4. Which word means almost the same as "conflict?" (altercation)
5. Which words are involved in conflict? (conversation, communication, altercation)
6. Which words are better choices than conflict? (salutation, consideration, conversation, communication, cooperation)

Content (the "Meat")

Consult 4 Kids Lesson Plans

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?

Consult 4 Kids Lesson Plans

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grade
Lesson Title:	Responsibility for Your Own Behavior
Focus:	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.
Lucia and James L. Hymes, Jr.

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.

Consult 4 Kids Lesson Plans

<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>
<p style="text-align: center;">Student Practice ("You do")</p> <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> <p>Scenario #1 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> <p>Scenario #2 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> <p>Scenario #3 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>	

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

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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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Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grade
Lesson Title:	What Happens When Someone Else Is the Winner?
Focus:	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.

Consult 4 Kids Lesson Plans

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)
- 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:	Preventing Conflict
Focus:	Strategies for Resolving Conflict

Materials:

None

Opening

State the objective

Conflict is a normal part of life. We all have occasional conflicts, even with people we love. Students will learn how conflicts can escalate, and what they can do to prevent that from happening. They will also learn that violence is a choice and that they have the power to avoid it in most cases.

Activate prior knowledge by asking students the following questions:

Agree or disagree: "If you get into a conflict with someone, it's okay to hit and call names."

"Are conflicts at school, really worth getting violent over? Is it okay to get violent? What is bad about violence?"

Content (the "Meat")

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

Brainstorm ways to deal with anger without fighting.

Tell the other person what's bothering you – but do it nicely. Don't let your emotions take control. Listen to the other person. Try to understand how the other person is feeling. No name-calling or insults. No hitting. Don't yell or raise your voice. Look for a compromise.)

List on the board.

Student Practice ("You do")

Role-Play: Take a particular conflict. (Either give one to the students, or let them make it up.) One person's objective is to escalate it into a fist fight. The other person's objective is to resolve it peacefully, or at least prevent a fight. After the role play, have students talk about what each person did to reach his objective. Talk about some general learning from this.

What is violence? Discuss the following list. Which scenarios are violent acts?

- A big kid keeps a smaller kid from getting into the lunchroom by physically blocking the entrance.
- A kid shoves another kid out of their way in the hallway.
- Spitting at somebody.
- Beating somebody up; threatening to beat somebody up.

*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.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • A couple of kids corner another kid in the restroom and demand that he/she give them money. 	
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Closing

Review

Say:

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

Debrief

Three Questions:

- How would you describe the activity we just finished?
- Can you list three things that helped you to do the activity?
- What happened after we finished the activity?

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grade
Lesson Title:	Handling Emotions
Focus:	Strategies for Resolving Conflict

Materials:

None

Opening

State the objective

All of us have feelings in our lives. It is normal to experience a wide range of feelings. Students will learn that if we let our emotions control our behavior, which is not such a good thing.

Activate prior knowledge by asking students the following questions:

Agree or disagree: It's never okay to feel angry. If you feel sad, is there something wrong with you?

Ask students, "Do you think your moods sometimes affect the way you make choices?"

Content (the "Meat")

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

1. Brainstorm common feelings. (anger, sadness, worry, excitement, fearful, hopeful, powerful, tired, nervous, upset, humorous, interested, guilt, surprise, and interested)
2. List the feelings on the board.
3. Ask students to select a partner and "demonstrate" the feeling as you name it. Encourage them to use both body language and facial expressions.

*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")

For each of the situations given below, ask the following three questions:

1. *Name the feeling*
2. *What is a helpful way to deal with it?*
3. *What is a harmful way to deal with it?*
 - a. What do you feel when you're blamed for something you didn't do?
 - b. How do you feel when you work really hard for something and you succeed?
 - c. What do you feel when your team keeps losing?
 - d. What do you feel when you do poorly on a test because you didn't

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<p>study?</p> <p>e. What do you feel when your parent hasn't understood you?</p> <p>f. What do you feel when your best friend is crying?</p> <p>g. What do you feel when you try to hide your emotions?</p>	
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Closing

Review

Say:

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

Debrief

Three Questions:

- Can you match one feeling with a sport you enjoy?
- How would you show a positive way to handle being upset?
- Who is a person you can go to for help when you are upset?

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Saying “No” to Drugs and Alcohol
Focus:	Strategies for Resolving Conflict

Materials:

Poster Board, marking pens, crayons, or colored pencils
Copies of D.A.R.E. Drug facts for students to share

Opening

State the objective

Students will learn about the harmful consequences of alcohol and other drug use. They will learn some ways to resist negative peer pressure.

Activate prior knowledge by asking students the following questions:

What do you know about the use of alcohol and other drugs?

What do you think would be the best way to say “NO” and help others to understand that you mean it?

How can someone else using alcohol or drugs be dangerous to you?

Content (the “Meat”)

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

Review the list of “Common Facts” about drug and alcohol use with the class. (attached)

Ask students if any of them surprise them?

Ask students which of the facts are the most alarming to them.

Have students determine which of the facts are the most important to them.

Student Practice (“You do”)

Poster

1. Divide students into groups of 3-4.
2. Give each group a poster board and markers.
3. Ask each group to create a poster that shares the most significant facts about why it is important to Say NO to alcohol and drugs.
4. When posters are complete, have each group share with the remainder of the class.

*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.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Questions:

- How would you describe the activity we just finished?
- Can you list three things that helped you to do the activity?
- What happened after we finished the activity?

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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D.A.R.E. DRUG FACTS

A drug is any substance other than food that can affect the way your mind and body work. Certain drugs called mind-altering drugs can change the way a person thinks, feels, and acts.

Drugs that speed up a person are called stimulants.

Drugs that slow a person down are called depressants.

Drugs that change the ways a person sees, feels, and hears are called hallucinogens.

Young people usually use mind-altering drugs, probably because they are not sure of themselves. They feel if they take these drugs they will be accepted by the "in" people. Or some might feel if they take these drugs, they will feel better about themselves. Some of these drugs that children are using are:

Nicotine

- This is a substance found in cigarettes, chewing tobacco, and snuff that is very addicting. People have a lot of trouble when they try to quit smoking cigarettes. The best way to stop is never to start.
 - Nicotine is a stimulant and increases the heart rate. This causes the blood vessels to narrow and then the heart has to work harder. The tar found in cigarettes has been proven to cause cancer, usually of the lungs but it can also affect other organs. Cancer is a leading cause of death in the United States today. The D.A.R.E. booklet says that the number of people who die each day from smoking cigarettes is the same as two full jumbo jets crashing without any saved lives.
 - Passive smoke is also proven to be dangerous to your health.
-

Alcohol

- Alcohol is made from the fermenting of fruits, grains, or any food with a high sugar content.
 - Alcohol is a depressant that is absorbed into the bloodstream through the stomach and intestines. Abuse of alcohol can cause damage to your internal organs, such as the liver. It is the cause of a large number of deaths or disabilities each year. Drinking alcohol can cause:
 - Drunkenness;
 - Loss of coordination;
 - Increase in violence (destructive acts);
 - Inability to learn and remember;
 - Personality changes; and
 - Trouble with other people.
-

Marijuana

- Marijuana is known by a lot of other names, such as grass, pot, weed and reefers. Most people think it is a depressant, because of the lethargy it causes. Its primary active substance is tetrahydrocannabinol (THC).
- Marijuana produces a state of altered consciousness with feelings of detachment (wanting to be alone) and silliness. Generally, it causes:

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- Slow reflexes;
 - Poor memory;
 - Short attention span;
 - Inability to think;
 - Changes in sense of time and space.
-
- Marijuana isn't a real chemically addictive drug, but you can still become used to its effect. After using it for a long time, you can:
 - Have difficulty remembering what you have learned or what you know to be real;
 - Become slow and dull;
 - Have low ambition; and
 - Become dependent upon it.

Cocaine

- Cocaine is a *highly addicting* stimulant . It is made from the leaves of the coca plant. In South America some natives chew the leaves. When mixed with the saliva, cocaine is created. It can be snorted through the nose, smoked when it is changed into crystals, or injected into the body.
- Like all stimulants, cocaine will increase your heart rate, but to dangerous degrees. It has been known to create breathing problems and heart attacks. Also, if you snort cocaine, you can damage the lining in your nose.
- Cocaine can cause you to become confused, unable to think clearly, and short-tempered and moody.
- Since cocaine is so addictive and alters your mind, when people run out of their drug they will do crazy things to get money to buy more. The news is filled with stories about how someone was murdered for drugs.

Inhalants

- Inhalants are any kind of chemical substances that can be inhaled or sniffed to create a personality change (altered behavior). They include glue, paints and thinners, gasoline, substances in any aerosol cans such as PAM.
- The word inhalant itself means that you are putting your lungs in danger. If you use inhalants long enough, you can also cause permanent damage to your liver and other body parts. Just recently a NW Indiana teenager died when he inhaled PAM.
- Inhalants can also be chemically and emotionally addictive.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Setting and Achieving Goals
Focus:	Strategies for Resolving Conflict

Materials: None

Opening

State the objective

All of us need to set goals. Students will realize the benefits of setting goals. Students will learn some techniques for goal setting.

Activate prior knowledge by asking students the following questions:

What is a goal? (target area; a successful shot; objective)
 Have they seen the goal posts at each end of a football field?
 What about goal nets at the ends of the soccer field?
 What is the goal in each of these games?

Content (the “Meat”)

<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <p>Discuss how to set goals. Share a goal you set and reached to completion. Share with students that there are steps to setting goals:</p> <ol style="list-style-type: none"> 1. State the goal 2. List the actions you must take to achieve the goal 3. Think about possible “roadblocks”. 4. Set a date to complete the goal. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <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. 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>
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<p style="text-align: center;">Student Practice (“You do”)</p> <p>Goal Setting</p> <p>Think about a goal that is important to you personally. (Note: The goal has to be within your power to achieve.)</p> <p>Go through the four-step process to develop several goals for yourself.</p> <ol style="list-style-type: none"> 1. State the goal 2. List the actions you must take to achieve the goal 	
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3. Think about possible “roadblocks”.
4. Set a date to complete the goal.

Sample Goals:

- a. Goal #1: Help a new kid in school feel included.
- b. Goal #2: Earn enough money to buy a new bicycle (I-Pod, or whatever the student would like)
- c. Goal #3: Raise money to buy a new computer for the school library.
- d. Goal #4: Get the school involved in a Community Service Project.
- e. Goal #5: Decide on a reward for achieving the goal.

Closing

Review

Say:

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

Debrief

Liked Best, Next Time

- What did you like best about this goal setting activity?
- What would you like to do more of 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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grade
Lesson Title:	What Is Anger?
Focus:	Strategies for Resolving Conflict

Materials:
None

Opening

State the objective

In this lesson we will learn (1) Anger is a normal emotion (2) There are triggers or stimuli that may cause a reaction of anger.

Activate prior knowledge by asking students the following questions:

Ask students:

1. "What physical reactions happen when you get angry?" Anger can be seen in your body. (You breathe faster; your face turns red and feels hot; your muscles become tense; your skin feels tight)
2. Ask students to act out the physical responses of being angry.
3. "How do you feel when you are angry?" (Upset, annoyed, frustrated, agitated, resentful, irritated; you are losing control)

Content (the "Meat")

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

1. Read this fable from Aesop to the class.

The Frogs and the Well

Two frogs lived together in a marsh. But one hot summer the marsh dried up, and they left it to look for another place to live in, for frogs like damp places if they can get them. By and by they came to a deep well, and one of them looked down into it, and said to the other, "This looks a nice cool place. Let us jump in and settle here." But the other, who had a wiser head on his shoulders, replied, "Not so fast, my friend. Supposing this well dried up like the marsh, how should we get out again?"

Moral: Think twice before you act.

2. Discuss the moral, "Think twice before you act." How does it relate to being angry?
3. Ask students, "What is a trigger?" (A trigger is a stimulus that can cause us to react in anger.

*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")

1. Divide students into groups.
2. Provide each group with a scenario. Students talk about the action being a trigger.

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Depending on the circumstance, you get different results. Indicate the results for each sub-heading.

3. What Triggers personal Anger?

- You squeeze a toothpaste tube:
 - With the lid off
 - With the lid on
 - From the back
 - From the front
- You ride your bike:
 - Too fast
 - Too slow
 - In the street
 - Over a bump
 - In the hills
- You eat candy:
 - Before dinner
 - Before going to bed
 - Before going to the dentist
 - Before getting your picture taken
- You wear a sweater
 - On a cold day
 - On a hot day
 - Over a sweat shirt
 - Under your pajamas

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 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?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in physical activity.

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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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Anger Prevention Strategies
Focus:	Strategies for Resolving Conflict

Materials:

Opening

State the objective

In this lesson we will learn that there are options to controlling anger.

Few of us would be willing to ride a wild horse without a bridle. The purpose of a bridle is to get the horse to do what we want it to do. Using a bridle allows us to guide the horse in positive ways. Anger is like an unbridled horse. Unless we use the bridle (strategies for controlling anger), the horse (anger) is out of control.

Activate prior knowledge by asking students the following questions:

Ask students:

1. Have two students form a mini-debate. One student says that anger is a personal choice. The second student says that you do not have a choice about whether or not you get angry. Both sides try to convince the other side.
2. Discuss: "He or she made me angry!" Is anyone ever forced against their will to get angry?
3. Talk about: "Is anger a learned response? Does your environment teach you it is OK to become angry?"

Content (the "Meat")

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

1. Our first President, George Washington, said these words in 1745 when he was 14 years old: "Speak not injurious words, neither in jest or earnest. Scoff at none, although they give occasion." Here is a translation in modern language: "Do not say hurtful words, either while having fun or when angry. Make fun of no one, even when they deserve it."
2. Ask, "If these words were good enough for George Washington, are they good enough for us?"
3. Read the first verse of this poem:

Our Lips and Ears

If your lips would keep from slips
 Five things observe with care:
 Of whom you speak, to whom you speak,
 And how and when and where.

4. What does this poem tell us about speaking to others? (Be careful who you talk about, who you talk to, how to speak to them, when you speak to them, and where you speak

***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 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

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to them.)	student become the teacher.
<p style="text-align: center;">Student Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Divide students into small groups. 2. Refer to the Tips for Managing Anger in Lesson 2. 3. Each group will select one or two tips. 4. Choose a way to present your ideas from the list below. Practice your presentation. Be ready to present your skit, etc. to the class in Lesson 4. <ul style="list-style-type: none"> • Skit • Game • Song • Rap • Poster • Acrostic poem • Freeze frame • Ice breaker • Other 	

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this activity?
2. How did you get everyone to participate?
3. How did you handle different points of view when you discussed the topic?

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Anger Is A Personal Choice
Focus:	Strategies for Resolving Conflict

Materials:
Dominoes

Opening

State the objective

In this lesson students will present skits, songs, posters, raps, etc. to teach tips for managing anger. Students will learn ways to calm themselves so that the issue of anger can be resolved.

Activate prior knowledge by asking students the following questions:

Ask students:

1. "What are some ways to calm yourself?" (Vigorous exercise, take a deep breath, walk away)
2. "What does it mean to put yourself in another person's shoes?" (Look at the other person's viewpoint.)
3. "Is it possible to maintain respect and concern for one another during intense emotions?" (Prevention is the best solution. Talk ahead of time about ways to notice the triggers and how to implement coping strategies.)
4. "How can we express concerns constructively?" (Give emotions time to calm down. "Tell me why you are angry.")

Content (the "Meat")

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

1. Role Play with two or three students::
 - "I feel frustrated when . . ."
2. "I don't want 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 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")

1. Rehearse the portrayals from Lessons 2 and 3.
2. Remember that the purpose is to learn ways of reacting to the anger trigger.
3. Present the portrayals for the entire class.
 - Classmates may wish to ask questions of the groups when finished.
 - Freeze frame
 - Ice breaker
 - Other

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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.

1. What did you enjoy most?
2. What else would you have liked to do?
3. How can this learning be used in your everyday 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)
- 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:	How Can You Respond to Anger?
Focus:	Strategies for Resolving Conflict

Materials:

Dominoes

Opening

State the objective

In this lesson we will learn that pushing the first domino is like a trigger. Doing something to keep the dominoes from falling, is like doing something to keep from acting on the anger that you feel.

Activate prior knowledge by asking students the following questions:

Ask students:

1. Talk about thoughts you have, what you do or want to do when you feel angry.
2. Examples of angry thoughts include feelings of unfairness or that a person is “out to get me.” You may also feel a desire to order, threaten, hit or slap, scream, or punish.
3. What are signs of suppressed anger? (Silence, sarcasm, frustration, or a desire to get even)
4. What are destructive signs of anger? (Yelling, hitting, put-downs, smashing or destroying something, storming out of the room, or feeling like hurting another or yourself).

Content (the “Meat”)

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

1. Set up dominoes in a row, so if you were to push the first one, all other dominoes would fall.
2. Ask students what will happen when the first domino is pushed. Demonstrate.
3. Set the dominoes back up.
4. Ask students what to do to keep the last domino from falling (Take out a domino, create more space between the dominoes, move away from the table, ask for someone to help by putting his or her hand in the way.)
5. Demonstrate each of the scenarios.
6. Explain how pushing the first domino is like a trigger. Doing something to keep the dominoes from falling, is like doing something to keep from acting on the anger that you feel.

Student Practice (“You do”)

1. Divide students into small groups.
2. Have students create a list of tips for managing anger. The following list is provided so you can add things that students don't mention.
 - Take a breath and count to 10

*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 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.

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<ul style="list-style-type: none"> ▪ Go for a walk ▪ Ask for help ▪ Get a hug ▪ Draw a picture, if words are hard to find ▪ Take a time out ▪ Express your anger AFTER you calm down ▪ Get some exercise ▪ Think before you speak ▪ Identify possible solutions ▪ Stick with “I” statements ▪ Don’t hold a grudge ▪ Use humor and laugh ▪ Practice relaxation skills ▪ Go for a run <p>3. Provide students with a piece of paper. Fold the paper in half.</p> <p>4. On one half, ask students to draw the dominoes.</p> <p>5. On the other half, ask students to draw the domino strategy they will use to keep all the dominoes from falling, thus preventing them from acting out their anger.</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?
3. 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.

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.

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

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?
<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?
<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”)

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

1. Have students give examples of how people don’t often see things the same way. Act out a few of these examples:
 - 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:
 - 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?

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”)

Faces

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.

Consult 4 Kids Lesson Plans

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 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>	

Consult 4 Kids Lesson Plans

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.

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 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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th grades
Lesson Title:	This Is My Friend--Friends Collage Part #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

Today we will:

- 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

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.

Ask students how they got to know about this friend—how did they know that they were alike and different.

Explain that when you are learning about someone, you are finding out if you have “common ground”, something that could lead to a friendship.

Content (the “Meat”)

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

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.

Ask for a student volunteer. Let the students know that you are going to “interview” this person to look for things in common.

After introductions, ask the following questions:

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.

What is something you celebrate? (You are checking to see if they like Halloween like you do, hanging out with grandma on Sunday, etc.)

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

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

Being a friend and having friends is a critical part of life for students at this age.

During today’s learning opportunity, students will be discussing how to build friendships by finding common ground, the things you both enjoy doing.

Pay attention to examples of common ground that students give. Check in with other students to see if they

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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?

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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.

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.

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

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”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <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 style="padding-left: 20px;">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>*Activity → Teachable Moment(s) throughout</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>

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Understanding Bullying #1
Focus:	Strategies for Resolving Conflict

Materials: Chart paper, poster paper, markers

Opening

State the Objective

The objective of this lesson is to introduce key concepts around bullying – imbalance of power, psychological, physical, and social.

Gain prior knowledge by asking students the following questions

Introduce key concepts around bullying: (1) Imbalance of power, psychological, physical, and social (2) Repeated incidents (not just one time) (3) Done by a group or an individual (4) Done to gain attention or popularity (5) Done to get one's way or some material thing (6) Usually between children who are not friend and don't play with one another.

Write these concepts on the white board.

Take a survey. Have a recorder make tally marks after each concept as students share situations in which they have seen bullying.

Content (the "Meat")

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

Ask students these questions:

1. Why would someone be a bully? What's in it for them? Record answers on a chart: A child who likes the reward that aggression can bring, who lacks compassion for his or her victim, lacks guilt, believes that the victim provoked his or her attack and deserves what has happened; likes to be in charge and get his/her own way; who has been bullied, and misperceives how others treat him or her.
2. How do children bully one another? Record answers on a chart. Could include physical aggression, social alienation like gossiping, spreading rumors, making slurs; verbal aggression like name calling, intimidation; public challenge to do something.
3. What type of child is likely to become a victim? Record answers on a chart. Child who is isolated, anxious, insecure, trouble making friends, cries or gives in.

Students Practice (You Do)

After you have had these discussions, ask students to work in pairs to illustrate one of the comments that has been made in answer to any of the questions you posed. Give students an opportunity to share their poster with others.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- 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 solving a conflict.
- Ask them to comment on what they did today. Was this 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

Excerpt from The Race

Dr. D. H. Groberg

The whistle blew and off they flew, like chariots of fire,
to win, to be the hero there, was each young boy's desire.

One boy in particular, whose dad was in the crowd,
was running in the lead and thought, "My dad will be so proud."
But as he speeded down the field and crossed a shallow dip,
the little boy who thought he'd win, lost his step and slipped.

Trying hard to catch himself, his arms flew everyplace,
and midst the laughter of the crowd he fell flat on his face.

As he fell, his hope fell too; he couldn't win it now.
Humiliated, he just wished to disappear somehow.

But as he fell his dad stood up and showed his anxious face,
which to the boy so clearly said, "Get up and win that race!"

He quickly rose, no damage done, behind a bit that's all.
and ran with all his mind and might to make up for his fall.

So anxious to restore himself, to catch up and to win,
his mind went faster than his legs. He slipped and fell again.

He wished that he had quit before with only one disgrace.
"I'm hopeless as a runner now, I shouldn't try to race."

But through the laughing crowd he searched and found his father's face
with a steady look that said again, "Get up and win that race!"

So he jumped up to try again, ten yards behind the last.

"If I'm to gain those yards," he thought, "I've got to run real fast!"

Exceeding everything he had, he regained eight, then ten . . .

but trying hard to catch the lead, he slipped and fell again.

Defeat! He lay there silently. A tear dropped from his eye.

"There's no sense running anymore! Three strikes I'm out! Why try?

I've lost, so what's the use?" he thought. "I'll live with my disgrace."

But then he thought about his dad, who soon he's have to face.

"Get up," an echo sounded low, "you haven't lost at all,
for all you have to do to win is rise each time you fall.

Get up!" the echo urged him on, "Get up and take your place!

You were not meant for failure here! Get up and win that race!"

So, up he rose to run once more, refusing to forfeit,
and he resolved that win or lose, at least he wouldn't quit.

So far behind the others now, the most he'd ever been,

still he gave it all he had and ran like he could win.

Three times he'd fallen stumbling, three times he rose again.

Too far behind to hope to win, he still ran to the end.

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They cheered another boy who crossed the line and won first place,
head high and proud and happy – no falling, no disgrace.

But, when the fallen youngster crossed the line, in last place,
the crowd gave him a greater cheer for finishing the race.

And even though he came in last with head bowed low, unproud,
you would have thought he'd won the race, to listen to the crowd.

And to his dad he sadly said, "I didn't do so well."

"To me, you won," his father said. "You rose each time you fell."

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	The No Bullying Campaign #2
Focus:	Strategies for Resolving Conflict

Materials: Chart paper, poster paper, markers

Opening

State the Objective

The objective of this lesson is to begin a No Bullying Campaign.

Gain prior knowledge by asking students the following questions

Ask students:

1. Why is it important for everyone to be on the same page about bullying?
2. How harmful can bullying be for students?

Content (the "Meat")

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

Help students to create positive statements around bullying others.

1. "We will treat everyone with respect and dignity, just like we want to be treated."
2. "We will help other children who are being bullied." We help others who are being bullied because we are all in this together.
3. "We will include all students in activities." We include all students in all activities in our program.
4. Students propose other guidelines as well.

Students Practice (You Do)

The class should create a Bully Proof Quilt. Each student creates a square for the Bully Proof Quilt. Quilt squares can be writing, or illustrating a square that states his/her commitment to No Bullying!

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- 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.

1. What did you enjoy most about the day?
2. What else would you have like to have done?
3. What would you have liked to have spent more time on?

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 this 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:	The No Bullying Campaign # 3
Focus:	Strategies for Resolving Conflict

Materials: Chart paper, poster paper, markers

Opening

State the Objective

The objective of this lesson is to begin a No Bullying Campaign.

Gain prior knowledge by asking students the following questions

Ask students:

1. Why is it important for everyone to be on the same page about bullying?
2. How harmful can bullying be for students?

Content (the "Meat")

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

Help students to create positive statements around bullying others.

1. "We will treat everyone with respect and dignity, just like we want to be treated."
2. "We will help other children who are being bullied." We help others who are being bullied because we are all in this together.
3. "We will include all students in activities." We include all students in all activities in our program.
4. Students propose other guidelines as well.

Students Practice (You Do)

The class should create a Bully Proof Quilt. Each student creates a square for the Bully Proof Quilt. Quilt squares can be writing, or illustrating a square that states his/her commitment to No Bullying!

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- 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.

1. What did you enjoy most about the day?
2. What else would you have like to have done?
3. What would you have liked to have spent more time on?

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 this 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:	Ha Ha So Strategies
Focus:	Strategies for Resolving Conflict

Materials: None

Opening

State the Objective

The objective of this lesson is to develop a Ha Ha So Cheer.

Gain prior knowledge by asking students the following questions

Standing Up:

Have students describe a time they felt they were being taken advantage of. Have them explain what happened when they stood up for themselves.

Content (the "Meat")

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

Ha Ha So Strategies:

Discuss each component with students. Divide students into partner-pairs. Each pair chooses a strategy. Have students act out the strategy. Classmates guess the strategy.

Students Practice (You Do)

Help – Students should practice asking for help from peers and adults. Do a skit and/or role play. Have students practice this important strategy. Talk about preventative asking, the importance of asking for help if you think there may be a problem.

Assert Yourself – Teach students when it is wise to be assertive and when it is not. This is not the best strategy if bullying is severe.

Humor – This is a way to de-escalate the situation. Have students do something and laugh about it. Discuss how this relieves the tension.

Avoid – Teach students how to walk away from a bullying situation. Think ahead. Try to avoid the situation.

Self –Talk – Maintain positive self-esteem so that you are not a victim of bullying.

Own It – Help students learn how to defuse a put-down.

Have small groups of students develop a Ha Ha So Cheer and then share it with the group.

H – Help
 A – Assert Yourself
 H – Humor
 A – Avoid
 S – Self-Talk
 O – Own It

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Closing

Review

Say:

- Recap what we did today.
- Did we achieve our objectives?

Debrief

Likes and Dislikes:

Create a chart. List what students liked and what students didn't like about the activity. You might probe by asking, "What about this activity . . .?"

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 this 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:	Appreciating Yourself
Focus:	Strategies for Resolving Conflict

Materials:

Large plastic bottle, ice pick or other tool that can be used to punch holes in the plastic bottle

Opening

State the objective

Students will learn to recognize and value their positive inner qualities. They will also learn to recognize and value other people's positive inner qualities. It is important to always be yourself.

Activate prior knowledge by asking students the following questions:

Ask students, "Do you ever compare yourself with other people? Is that a good idea? Why or why not?"

Ask students, "What makes people feel good about themselves?"

Content (the "Meat")

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

1. Take students to a grassy area, or to a sink.
2. Find a large plastic bottle. Label the front of the bottle, *Self-Esteem*.
3. Discuss with students that when our bottles are full, we feel good about ourselves.
4. Every time someone puts us down, it's like punching a little hole in the bottle, and we don't feel as good about ourselves.
5. The leader uses the ice pick and pokes a small hole in the bottle.
6. Hold the bottle over grass or sink, and watch the water drip out.
7. Ask students to name ways people can poke holes in their bottles (bullying, put-downs, name calling, leaving someone out of a game).
8. Continue to poke holes in the bottle as each way is given.

*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")

1. Divide students into partner-pairs.
2. Ask students to brainstorm ways that they can plug up the holes in their bottles. (Be considerate of others, help others, being a cooperative member of a team, encourage someone)
3. Ask partner-pairs to develop a skit about two people meeting each other for the first time. **One tries to impress the other by telling about his or her**

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accomplishments or possessions. The other talks about the kind of person he or she is and things he or she likes to do.

4. Which student is plugging the holes? Which student is poking the holes?

Closing

Review

Say:

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

Debrief

What's Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. It focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question should be, "What was so important about that?" Use the words to describe the activity that was just completed. Example, if you have just finished your homework time, the student is asked, "What is important about completing your homework?" When one student responds, build on that statement, and the next question is, "What is important about that? (Whatever was stated by the student.) The process goes on for three or four questions. At the end, the leader says, "So what I am hearing you say is that it is important to finish homework because . . ." (Fill in the last thing the student said.)

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Doing the Right Thing
Focus:	Strategies for Resolving Conflict

Materials: None

Opening

State the objective

Students will learn to think about whether something is right or wrong before making a choice. They will also learn that there's an important difference between doing what's right and doing what they can get away with.

Activate prior knowledge by asking students the following questions:

Ask students, "How do you decide what is the right thing to do?"
 Ask students, "What is a conscience?" (the little voice inside your head that has a sense of right and wrong)
 "What is the "Finders, keepers" philosophy? (This is an old Roman Law. Finders, keepers/ Losers, weepers) Is it the right thing to do?"

Content (the "Meat")

<p style="text-align: center;">Instruction/Demonstration ("I do" – "We do")</p> <p>Divide students into small groups. Have them talk about these scenarios:</p> <ol style="list-style-type: none"> 1) What would happen if nobody cared about doing the right thing? 2) What is the "Golden Rule?" (Do unto others as you would have them do unto you.) 3) Have you ever wanted to do something, but deep down you felt it wasn't right? 4) What is wrong with "Finders, keepers/Losers, weepers"? 5) Is it ever okay to do the wrong thing? 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <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. 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>
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<p style="text-align: center;">Student Practice ("You do")</p> <p>In this role-play activity, half the class will want to do the right thing, and the other half will want to do the wrong thing. Each half tries to give strong reasons for their side. Students present their role-play for their classmates. Situations:</p> <ul style="list-style-type: none"> • You pass an empty old house. In front there is a "No Trespassing" sign. The front door is open. No one is around. Should you go inside? • A group of kids who think they are really cool are picking on another kid. You want to join them. You don't want to be left out. What should you do? 	
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| <ul style="list-style-type: none"> • You're walking home from school. You are really hungry. You pass a fruit stand. No one is looking. What should you do? | |
|--|--|

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. They share what they enjoyed most and what else they would have liked to have done. They also share what they would have liked to have spent more time on.

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Dealing With Disappointment
Focus:	Strategies for Resolving Conflict

Materials:

8 oz. clear glass, colored liquid

Opening

State the objective

Students will learn ways to handle disappointments constructively. They will also learn that losing doesn't make them losers and failing doesn't make them failures.

Activate prior knowledge by asking students the following questions:

Ask students, "What do you do when something didn't go well even though you tried very hard? How did you deal with it?"

"What do you do when you get really frustrated or mad at yourself?"

"If something doesn't turn out the way you had hoped, what are some helpful ways to deal with your disappointment?"

"What are some harmful ways?"

Content (the "Meat")

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

1. Fill a glass halfway with a colored liquid.
2. Ask the students to say whether it's half-empty or half-full. They will conclude that it could be either one.
3. Talk about your attitude.
4. Half-full means a positive attitude. Half-empty is a negative attitude.
5. How can our attitudes influence the way we see many things in our lives.
6. Have students share sentences to support their attitude about the glass and liquid.
7. "The glass is half-full because things will always get better."

***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")

1. Divide students into small groups.
2. Brainstorm ideas about common obstacles that kids this age might encounter in trying to achieve goals in school, in sports, and so on. (Getting a "B" instead of an "A" on the Spelling Test; being smaller than the other kids, not a skilled player; can't think as fast; can't figure out how to win a game of Checkers)

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- | | |
|---|--|
| <ol style="list-style-type: none"> 3. Share a personal obstacle that you encountered when trying to reach a goal. 4. Have students suggest ways to overcome the obstacles they brainstormed. For example: Find a buddy to help you study your Spelling Words. | |
|---|--|

Closing

Review

Say:

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

Debrief

Four Step Debrief:

This strategy has four steps, each one designed to help the student “connect the dots” between the activity and the learning.

Step 1: Describe: Students describe what they did during the activity.

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 use when you participated in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning’s in your life?

Step 4: Apply: How can you use the skills or key learning’s as 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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Saying “No”
Focus:	Strategies for Resolving Conflict

Materials:

Student white boards, markers, erasers (old socks)

Opening

State the objective

Students will learn that sometimes we have to say, “No,” to our friends. They will learn some good ideas how to say, “No,” to a friend and still be cool. Smoking is something definitely to say, “No,” to.

Activate prior knowledge by asking students the following questions:

What is peer pressure?” (Influence of people your own age to adopt a certain type of behavior, dress or attitude in order to be accepted by the group)

Have they ever had to say, “No,” to a friend?

Ask students to either act out or share a time when they experienced “peer pressure.”

Content (the “Meat”)

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

Write the three-step “How to Say No” technique on the board. Have the group use it to perform some role-playing exercises.

1. What is the problem? Be specific about what is wrong. “That is stealing.”
2. What could happen? Could anyone be harmed by it? Could it get you into trouble?
3. What could we do instead? If you suggest something, it makes it easier for your friend to go along with you.

*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. Hold a class brainstorming session to generate things they can say if someone is trying to get you
2. to shoplift, cheat, fight, pick on someone, etc.
3. Personal Connection: Share with students your own memories of dealing with peer pressure.
4. Discuss the hazards of being involved in smoking.
5. Have students share with their elbow-partner why kids have trouble saying, “No,” to their friends.

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.

Consult 4 Kids Lesson Plans

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| <p>6. Have students illustrate on their white boards the three-step “How to Say No,” technique.</p> | |
|---|--|

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. What suggestions do they have to make the activity better next time?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in conflict resolution.
- 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:	Being Friends
Focus:	Strategies for Resolving Conflict

Materials:

Poster paper, markers, or crayons

Opening

State the objective

Students will learn the value of having good friendships. They will learn what makes good friendships work. It is good to be open to friendships with people who are different.

Activate prior knowledge by asking students the following questions:

Suppose you were invited to a birthday party but your best friend was deliberately left out. What would you do? Why? Do best friends always have to do everything together? Do best friends always have to have the same friends? What makes you a good friend?"

Content (the "Meat")

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

1. Write on the white board, "To have good friends, you must be a good friend."
2. Ask students to explain that statement and to tell you why they either agree or disagree with it.
3. Have students think about a time when they had terrific fun together with a friend.
4. Ask students why it was so much fun.
5. What id you like about your friend that made it fun to be together?

***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")

1. Students choose an elbow-partner.
2. Brainstorm ways kids can be more tolerant and accepting of others.
3. Write the ways on the white board.
4. Students create posters about accepting others.
5. Ask students to share a time when a friendship of theirs changed or ended because their friend moved or went to a different school.
6. How did they feel?
7. In small groups, role-play being the new kid at school. The new kid's challenge is to try to gain acceptance into the group.
8. Ask, "How does it feel to be the new kid, or the in-group?" Talk about some ways

Consult 4 Kids Lesson Plans

of breaking into the group.	
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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?
3. 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.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Asking for Help
Focus:	Strategies for Resolving Conflict

Materials:

Paper, enough for each student

Opening

State the objective

Students will learn that it is important to ask for help when they are having difficulties. Everyone needs help occasionally. That is nothing to be ashamed of.

Activate prior knowledge by asking students the following questions:

Have you ever felt embarrassed because you didn't know something or couldn't do something? How did that make you feel? What did you do about it?

Think of a time when you needed help because you didn't know how to do something. Who did you turn to? Was it okay to ask for help?

Content (the "Meat")

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

1. Name a couple of popular TV shows.
2. Do the characters put each other down and try to make each other feel stupid? Or are they kind and helpful toward each other?
3. Relate a personal story when you (the leader) felt embarrassed about not knowing or not being able to do something.
4. What happened?
5. How did you get help?

Student Practice ("You do")

1. Have students join with an elbow-partner.
2. Divide a piece of paper lengthwise into three columns.
3. In the first column, make a list of things you do really well.
4. In the middle column, make a list of things you'd like to know or do better.
5. In the third column, list ideas about where you could go for help to improve the things in the middle column.
6. Share with the rest of the class.
7. Have students write a thank-you letter to someone who helped them solve a

*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.

Consult 4 Kids Lesson Plans

problem, learn something, or improve a skill.	
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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)
- 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:	Responding to Conflict
Focus:	Strategies for Resolving Conflict

Materials: None

Opening
State the objective
Students will learn how to positively respond to conflict.
Activate prior knowledge by asking students the following questions:
If you saw a fight starting in the street between two people you didn't know at all, what would you do? What would you do if you knew the people who were fighting?

Content (the "Meat")	
Instruction/Demonstration ("I do" – "We do")	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any 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>Go around the room and have students answer, "What is something you have that you would put up a serious fight for, even risk your life for, if someone tried to take it away?" (Your own life, a family member, a pet, a prized possession).</p> <p>Ask, "Why is this so important to you?"</p>	
Student Practice ("You do")	
<p>Place yourself in the middle of the room.</p> <p>Say, "Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby.</p> <p>Place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement.</p> <p>Think about your body position, the direction you are facing, and the distance from the conflict.</p> <p>Once students have found a position relative to you in the room, ask individuals to explain why they are standing where they are.</p> <p>Say, "If this represents your first reaction, what might your second reaction be, after thinking about the conflict?"</p> <p>On the other side write "why" messages that could be used instead.</p>	

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Like Beat, Next Time (LBNT):

In this simple debrief, students talk about the activity or the day. They share what they enjoyed most and what else they would have liked to have done. What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Resolving Conflict Without Fighting
Focus:	Strategies for Resolving Conflict

Materials:

White paper, one sheet for each student

Opening

State the objective

Students will learn ways to work out conflicts without fighting.

Activate prior knowledge by asking students the following questions:

Have you ever seen a small disagreement turn into a big fight?

What do you think made that happen?

What happens when people who are disagreeing don't listen to each other?

What can they do about it?

Content (the "Meat")

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

Write steps on the white board:

STOP! Don't let the conflict get worse.

SAY what the conflict is about.

THINK of positive options

CHOOSE a positive option each of you can agree on

Talk about the rules.

Do you agree or disagree?

Agree to resolve the conflict

No name calling

Take turns talking

Be clear and truthful.

Listen to the other person.

Use your brains not your hands.

Be willing to compromise, if appropriate.

*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")

1. Ask students to describe a variety of conflicts that commonly occur at school.
2. List these on the white board.

Consult 4 Kids Lesson Plans

3. Divide students into small groups.

Discuss how the steps and rules of conflict resolution could be used.

“Why” messages – A why message is a statement about what is bothering you and why.

4. “Blaming” message – A blaming message says what’s wrong with the other person.
5. Role Play: Referring to the conflicts already written on the white board, ask students to role-play using “why” messages instead of “blaming” messages.
6. Provide a sheet of paper to each student.
7. Fold in half lengthwise.
8. Think of a conflict or disagreement.
9. On one side write “blaming” messages for the situation.
10. On the other side write “why” messages that could be used instead.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart. List what students liked and what students didn’t like about the activity.

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Respect
Focus:	Strategies for Resolving Conflict

Materials:

Cardboard, paper scraps, pieces of wood, modeling clay, plastic wrap, fabric scraps, straws, craft sticks, scissors, glue, staplers, and tape.

Opening

State the objective

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

Activate prior knowledge by asking students the following questions:

What does it mean to be a “person of character”?

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

Example: A person of character is respectful. Respect means treating others the way you want to be treated, being courteous and polite to others, and discussing problems.

Jackie Robinson was the first African American to play major league baseball. He faced abuse and racial pressures with strength, grace and the courage not to fight back. Maya Lin designed the Vietnam Veteran’s Memorial, a place in Washington D.C. where people can go and find the name of their loved one engraved on a wall of memory and respect.

Content (the “Meat”)

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

1. Ask students to name respectful people they know. Talk about specific acts they do to show respect.
2. To create awareness of respectful and disrespectful scenarios, have students participate in Stand Up, Sit Down.
3. Prepare your own, or use the list provided of respectful and disrespectful situations.
4. Read each scenario to the class.
5. If the action is respectful, the students should stand up.
6. If the action is disrespectful, they should sit down.
7. Afterward, discuss how the people involved could have shown respect.

*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”)

Building Boats

This is an activity that helps students to value the efforts of others as well as cooperation.

1. Divide students into small groups.

Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> 2. Provide students with cardboard, paper scraps, pieces of wood, modeling clay, plastic wrap, fabric scraps, straws, craft sticks, scissors, glue, staplers and tape. 3. Tell the groups that the task is to construct a boat that will float. 4. After the boats are completed, have the groups share their boats with the class. 5. Discuss how the boats can be so different and yet float. 6. Make a correlation between the boats and people. We are all different, so we work in our own unique ways. | |
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Closing

Review

Say:

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

Debrief

Three What Questions:

1. What did you learn from this activity?
2. Were there any challenges in the group?
3. How can you use what you learned 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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Respectful Scenario	Disrespectful Scenario
<p>As Heather is walking into the mall, she holds the door for a man carrying many packages.</p>	<p>Sean and Dean are talking when Brenda is answering a question.</p>
<p>Lend a hand when you can.</p>	<p>A homeless student goes to school every day. Classmates tease him about his long hair and old clothes.</p>
<p>Treat everyone the same.</p>	<p>A bully grabs a book from the hands of an unsuspecting student.</p>
<p>When working in a group listen to others and try to use everyone's ideas.</p>	<p>"He's no good. I don't want him on our team."</p>

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Responsibility
Focus:	Strategies for Resolving Conflict

Materials:

Drawing paper, crayons, large strip of butcher paper, markers

Opening

State the objective

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

Activate prior knowledge by asking students the following questions:

What does it mean to be a “person of character”?

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

Example: A person of character is responsible. Responsibility means being accountable for your actions, working to do your best, using self-control, and doing your duty.

Content (the “Meat”)

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

1. Ask students to name responsible people they know.
2. Talk about specific acts they do to show responsibility.
3. To create awareness of responsibility, write three titles on the whiteboard: Home, School, and Community.
4. Ask children to think of key ideas about responsibility.
5. Under each heading, students dictate their thoughts.

***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”)

1. Share this rhyme about responsibility.

Little Boy Blue

Little Boy Blue, come blow your horn,
The sheep’s in the meadow, the cow’s in the corn.
But where is the little boy tending the sheep?
He’s under the hay stack fast asleep.
Will you wake him? No, not I.
For if I do he’s sure to cry.

Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> 2. Have students discuss the consequences of Little Boy Blue’s actions. Was the boy in the poem acting responsibly? 3. Ask students to draw two pictures. The first picture shows the boy not being responsible. The second picture shows Little Boy blue acting responsibly. 4. If time, create a mural on a large piece of butcher paper. Title the mural “Take Responsibility.” Have students illustrate and label scenes of students taking responsibility around the school. | |
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Closing

Review

Say:

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

Debrief

Three What Questions:

1. What did you learn from this activity?
2. Were there any challenges in the group?
3. How can you use what you learned 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)
- 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:	Fairness
Focus:	Strategies for Resolving Conflict

Materials:

10" x 10" square pieces of paper, one for each student, pencils, and crayons.

Opening

State the objective

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

Activate prior knowledge by asking students the following questions:

What does it mean to be fair?

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

Example: A person of character shows fairness and justice. Fairness means to be fair and just in dealing with everyone. Treat people equally. Make decisions without playing favorites. Don't take advantage of others. Take only your fair share. Take turns and share with others.

Content (the “Meat”)

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

Playing by the Rules

1. Divide students into groups, have them play Spelling Relay.
2. Say a word.
3. When the leader says “Go,” the first member of each team walks to the whiteboard, writes the first letter of the word and walks back to the team.
4. Then the second person walks and writes the next letter.
5. Continue until the word is spelled.
6. Before you begin to play, take one team out and tell them a secret that the rules don't apply to them.
7. They can play however they like (run, write the whole word, write two letters, begin to walk before the word “Go.”)
8. Play a few rounds until the unfairness is obvious.
9. Stop play.
10. Discuss what happened and how the teams felt. Ask, “Why do we have rules?” (Rules ensure fairness.)
11. Ask for examples when students have noticed unfairness in real life. How could

*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.

Consult 4 Kids Lesson Plans

unfairness be changed into fairness?	
<p style="text-align: center;">Student Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Provide students with a 10’ x 10’ square piece of paper, pencil and crayons. 2. Fold 2 times to make a book. 3. Have students draw a picture for each saying: <ul style="list-style-type: none"> ▪ You can’t judge a book by its cover. ▪ Treat others as you would like to be treated. ▪ Don’t judge another until you have walked a mile in his shoes. 4. It’s not whether you win or lose, it’s how you play the game. 	

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!)

- 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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Trustworthiness
Focus:	Strategies for Resolving Conflict

Materials:

1" x 9" strips of paper, one for each student, tape

Opening

State the objective

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

Activate prior knowledge by asking students the following questions:

What does it mean to be trustworthy?

Who is a person you know that you believe is trustworthy? What about them makes you believe that?

Example: Trustworthiness means being a person with integrity, honesty, reliability, and loyalty. Integrity means having the courage to do what is right. Honesty is being truthful without cheating or stealing. Reliability means keeping your promises. Loyalty means protecting your family, friends, school, and country.

Content (the “Meat”)

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

1. Write the word *honesty* on the white board. Ask students what it means to be honest.
2. Read the short story about Abraham Lincoln. Have students talk about how Abe was considered trustworthy.

“Abraham Lincoln, the 16th President of the United States, was nicknamed Honest Abe. When he was a youth, he once charged a woman six and a quarter cents too much. He walked three miles to catch up with her and pay her back.”
3. Provide students with a 1" x 9" strip of paper. Have each student write an example of how they can be trustworthy and honest in after-school. Begin by writing an example on your own strip of paper. Tape the edges together to form a circle. Connect the strips so students have formed a chain. Explain that when a person is honest, he or she builds trust. The connected links represent trustworthiness. What would happen if just one of the links is broken? Would it take a while to rebuild the trust?

*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”)

Consult 4 Kids Lesson Plans

See the attached scenario about a Lost Wallet. Read the paragraph to the students. Ask the students to discuss with their elbow-partner possible answers to the questions.

Closing

Review

Say:

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

Debrief

Three Questions:

1. What was an important learning you took away from this activity?
2. How can we make this activity better next time?
3. Do you think you can be a more trustworthy person? How?

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

Read the paragraph to the students. Ask student to talk with their partner to answer the questions.

The Lost Wallet

You are walking to the store, thinking about your mother's birthday. You're feeling bad because you have not been able to save up enough money to buy her a gift. Suddenly, you notice a wallet lying on the sidewalk. You open the wallet. Inside, you find \$40.00, just the amount you need to buy the gift. However, there's also a driver's license in the wallet with the owner's name and address.

1. What *could* you do?
2. What *should* you do?
3. Should you return the wallet even if you will not get a reward? Why or why not?
4. Is it always easy to be honest? Why or why not?

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Citizenship
Focus:	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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- e. What good will come of fixing the problem?
3. Talk to somebody about how to begin on the project.

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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Caring
Focus:	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*

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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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!)

- 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

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Cooperation
Focus:	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)
- 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:	Dealing With Feelings
Focus:	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.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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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> | |
|--|--|

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.