

Kind and Caring Kids: Conflict Resolution



KC Koala

(Just a reminder: a koala is not a bear. It is a marsupial. 😊)

Bold Text: suggested words to say to teach lesson
Italics: suggested actions to take
(Parenthesis): background information or suggested answers

| |
|---|
| Important Background Information |
|---|

The lessons on conflict resolution from preschool through grade five are part of a *process* to teach children how to be kind and caring kids. Children should learn:

- **How to: not cause conflict**
- **How to: prevent conflict**
- **How to : resolve a conflict without violence**

Please stress the positive concepts of being Kind and Caring, instead of the negative aspects of meanness or violence.

Use the Reinforcement Activities to emphasize the concepts taught.

There are numerous resolution strategies to discuss and practice. This grade level will not cover every one. Feel free to incorporate others into your lesson.

Strategies

| | |
|------------------|---------------------|
| Share | Avoid |
| Take turns | Ignore |
| Compromise | Chance |
| Cooperate | Express and Explain |
| Active Listening | Postpone |
| Paraphrase | Humor |
| I Messages | Get Help |
| Apologize | |
| Peer Mediation | |

☆ It is important to establish a Kind and Caring atmosphere in your classroom!

☆ Praise and/or reward acts of kindness that students display.

☆ Encourage tolerance and acceptance of others

☆ This is a good time to stress self-esteem/tolerance and differences by using American Sign Language for the steps to resolution.

☆ Model this behavior yourself.

It is recommended that the Kind and Caring: General lesson be taught before this one.

Materials Needed for Lesson

ALL lessons:

- Charlie Check poster
- KC Koala poster
- *Bubbles* poster
- Charlie Check-First safety bubble card
- KC Koala safety bubble card (and any other topics you plan to cover)
- Conflict Resolution poster
- Letter to Parents/Guardian (Appendix)

Lesson A:

- Activity Worksheet A: Pictures (one copy for teacher)
- Drawing paper (one for each student)

Lesson B:

- Activity Worksheet B: STOP (cut apart; one rectangle for each student)

Lesson C:

- Activity Worksheet C: Faces (one for each student)
- Activity Worksheet C: Scenarios (one copy for teacher)

Objectives for Students

- Name the 5 steps to resolve a conflict.
- State two things to do in order to calm down.
- Explain three strategies to resolve a conflict.
- Analyze situations and decide how to react safely.

Review of Introduction or Past Lessons

Decide which topics you plan to teach for your session and put those corresponding safety bubble cards inside the poster pocket before you begin.

Always start with a review of the Check First concept!

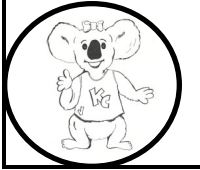
Using the Bubbles poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure. As you introduce a topic, a student (or teacher) removes and displays the safety bubble card from inside the pocket.

Proceed with the lesson.

This topic may be taught in 1, 2, or 3 lessons.

Lesson A—Introduction

Bubble Card



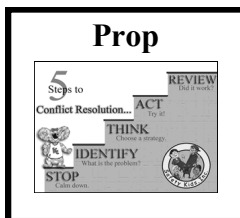
Hold up KC Koala picture or use the safety bubble card. See the Introduction for more details on how to use the poster.

I'm here with KC Koala to talk to you about something very important. KC is a Kind and Caring Koala and she wants to help you become Kind and Caring Kids. How many of you want to be a good friend?

I know that KC and I both want to be Kind and Caring and good friends. We also want to make sure we make good choices, and that is what we are going to talk about today.

Does anyone know what a conflict is? *Let students answer.* A conflict is when two people have a disagreement, they don't get along, or they want two different things. Sometimes conflicts can lead to a fight, sometimes they can lead to people becoming better friends. Conflicts, or problems, are not all bad; what is important is how you resolve, or fix, the conflict.

Not all problems can be fixed or smoothed out; but a lot of times (with some work from you), it can turn into a good thing. KC and I are going to show you 5 steps to follow to resolve a conflict. How many steps? (5) That's right. Listen carefully as I tell you the five steps. They are here on the poster. *Point to the poster as you say each step and use American Sign Language (optional). See page 14 for visual clues.*



- 1.STOP**
- 2.IDENTIFY**
- 3.THINK**
- 4.ACT**
- 5.REVIEW**

Let's all stand up and say them together. *Have the students stand by their seats.* As we say each step, we are going to pretend like we are taking a step up. Here we go...

- STOP** *Take a step in place. Sign the word.*
IDENTIFY *Take a step in place. Sign the word.*
THINK *Take a step in place. Sign the word.*
ACT *Take a step in place. Sign the word.*
REVIEW *Take a step in place. Sign the word.*

This time say them without me. *Start them off and have them finish saying all five steps. Continue to practice saying the steps until the students are able to do so without your help. Ask a few students to say it on their own.*

Let's talk about the first step. What is it everyone? (STOP!) Great! Anytime you feel stressed out, upset, angry, sad, or frustrated you need to STOP and calm yourself down. Can you think of any specific ways that you can calm yourself down?

Let students answer and help them come up with ideas such as these:

- Close your eyes and count to ten.
- Take three deep breaths.
- Take a walk around the room.
- Make a tight fist ten times.
- Close your eyes and think of something that makes you happy.

Let's practice these. Everyone close your eyes and count to ten by whispering. Do this.

Very good! Now take three deep breaths. Do this. Great!

Let's take a quick walk around the room, just follow the person in front of you keeping your hands to yourself. Do this, or march in place.

Everyone make a tight fist ten times. Do this. Excellent!

And the last one, close your eyes and think of something that makes you happy. Do this. Does anyone want to share your happy thought? Let three students share. Great! Thank you.

Now that you are calm, the second step is to IDENTIFY. If you are on the playground and you see something shiny on the ground, what do you think you would do? (Bend over and look to see what it is.) That's exactly what I would do. I would look to see what it is; I would try to identify the shiny object.

When you identify something you look closely to figure out what it is. When you identify a conflict, you look closely with your mind to figure out what the problem is.

I am going to show you a picture, and I would like you to identify what the problem is in the picture. Remember not to call out so that everyone gets a chance to think.

**Activity
Worksheet A:
Picture
page 15**

Show the picture to the class and have them whisper to their neighbor what they have identified as the problem in the picture. You may want to add some of your own pictures.

Kind and Caring: Conflict Resolution

KC Koala wants you to be able to identify the conflict. Now that you know how to do this, we are going to practice with a short story. I will read it and you identify the problem.

This morning Emma was watching cartoons on TV with her brother and he said he wanted to watch a movie instead. She really wanted to finish the cartoon, but he got upset and said he wanted to watch the movie right now.

Is there a conflict? Can you identify it? Give students time to think and answer the question. If they do not get it, try a few more stories.

Look at our steps to solving a problem again. First we stop and calm down. After we identify the problem we need to THINK. Point to the next step on the poster. Thinking is the third step. We need to figure out what we should do.

When we are thinking what to do, we need to remember that we are trying to be Kind and Caring, just like KC. We don't want to get into a fight or lose a friend. We want it to turn out even better than it was. We need to think of a strategy, or a plan, to use.

KC Koala has a few strategies that she uses to help resolve conflict, or solve the problem. Think about Emma again. What could she do? Let a few students answer.

As you discuss these, write the verbs on the board. Include some of the following:

- **Share.**
- **Take turns.**
- **Compromise:** you both give a little bit so that everyone is happy
- **Ask** an adult to help you solve your problem.
- **Express** how it makes you feel and ask the person to help think of a way to fix it.
- **Avoid** it, if you know a conflict is going to happen.
- **Ignore** it, if it isn't very important and not worth getting upset about.

Look at the words on the board. These are strategies. How many of you have ever used any of these strategies before? Something you need to remember when you are choosing a strategy, is that resolving the conflict does not mean that someone is always going to win and someone is always going to lose. The best thing is if both people could end up happy. Sometimes you even need to resolve conflict when you work in groups at school. Today we are going to work in groups to draw a picture. Each group is going to work together to draw a picture of KC Koala and her friend Charlie Check-First playing a game. You will need to decide who is going to draw first and what game you want them to be playing. Remember, you don't want to get into any disagreements. You want to be Kind and Caring to your friends.

Activity

Put the students into groups of three and give them each a piece of drawing paper. Walk around to monitor how each group is doing. Give them a few minutes to complete their pictures.

Now that you have finished your pictures, let's see them! *Have each group stand up, show, and explain their picture.*

Did you have any problems as you were working together? Did you use any of our strategies to resolve conflict? Did any of you share? Did you take turns? Did any of you compromise? Did anyone avoid conflict that you knew was coming?

You just practiced the THINKING step as well as step number four, which is ACT. After you think of a strategy, you need to use it! While you were in your groups, you used the strategies after you thought of them.

Think about Emma again. After she comes up with a strategy on how to solve the problem with her brother and the TV, she needs to do it. If she doesn't, things can get even worse.

The last step, step 5, is REVIEW. That means to think about how everything turned out and ask yourself two questions:

- 1. Did everything turn out OK?**
- 2. Could I have done anything differently?**

Sometimes the strategy we pick isn't a good one. Even if you thought at the time that it would be best, it may not work. That's OK! Pick another one and try again. You need to review so that you can be even more Kind and Caring the next time a conflict comes up.

Before we finish today, I would like you all to tell me the 5 steps to resolve a conflict, or fix a problem. *Let students try it on their own. Review the five steps and help them if necessary. Use American Sign Language (optional).*

I would like 4 people to each name one way to STOP and calm yourself down. *Let four students answer.*

Great job! Can you state 2 strategies we could use to resolve conflict? *Let a few students answer until you come up with a few of them.*

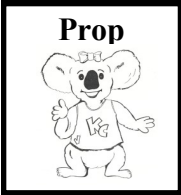
Boys and girls, KC Koala and I think you did a great job today!

You may want to choose one or more of the Reinforcement Activities to do.

You may go on to Lesson B, C, and/or the Closure.

Be a Kind and Caring Kid!

Lesson B—Anger Management



Prop Hold up KC Koala picture or point to the poster and review her motto: “Kind and Caring is the Way to Be.” Does everyone remember my friend KC? She is a Kind and Caring Koala! She is here to help us talk about conflict resolution again.

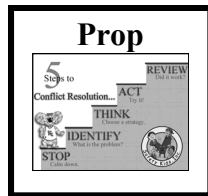
Who remembers the meaning of the word *conflict* ? Let students answer.

A conflict is when two people have a disagreement, they don’t get along, or they want two different things.

Last time we were together we talked about five different steps that you should do to resolve a conflict. Let’s say them together. Try to use the sign language that goes with them.

Go over the five steps and help the students sign the words (optional). See page 14 for visual clues. Take steps while you say each word. Continue with the lesson once the students are able to say the steps by themselves.

- 1. Stop**
- 2. Identify**
- 3. Think**
- 4. Act**
- 5. Review**



Today we are going to focus on the first step. Let me hear everyone say it on the count of three. One...Two...Three! (STOP) Let me hear it again and this time I want to see the sign that goes with it! One...Two...Three! STOP.

That’s right, it is STOP. Can someone tell me why we need to stop when we have a problem or a conflict with someone? (We need to calm down and get rid of our anger.) We want to be Kind and Caring friends and by calming ourselves down, we are able to think more clearly. That can help prevent someone from getting hurt.

Stop and think about times that you have gotten really mad. What was it that caused you to get so angry? It may be the same thing every time, or it may be different things. Discuss. Guide them to give suggestions of “trigger points” such as: someone made fun of me, I did not get my own way, someone looked at me weird, etc.

If we can start to identify just what it is that makes us angry, we can pay attention to those times and try to stop the anger from growing and growing.

Once something happens to get you mad, you need to follow the first step and calm down. What are some ways that we talked about to do this? *Have students give you the ways they remember and then help them add to the list:*

- *Close your eyes and count to ten.*
- *Take three deep breaths.*
- *Take a walk around the room.*
- *Make a tight fist ten times.*
- *Close your eyes and think of something that makes you happy.*
- *Exercise or do something physical.*
- *Include anything else they feel works for them. Even screaming in a closet, where no one hears them, helps get rid of emotion.*

This first step is important anytime that you feel upset or angry with someone or something. Even if you feel sad or frustrated you need to take a moment to stop and calm down.

Sometimes when we are upset we say or do things that we don't mean. This can cause problems by hurting other people's feelings, or hurting someone physically, or even hurting yourself.

KC wants us to practice these ways of keeping ourselves calm, so that we can really be Kind and Caring to our friends.

**Activity
Worksheet B:
STOP page 16**

Use the Activity Worksheet B: STOP. Cut out the rectangles and pass out one to each child. Try the activity several times.

I am going to give each of you a piece of paper. On your paper is one way to calm down. You need to do what your paper says. If you get one that says, "clap ten times", what are you going to do? (Clap ten times.)

Someone else in the room will be doing the same thing that you are doing and you need to find each other and stand beside that partner. There might even be three of you doing the same thing!

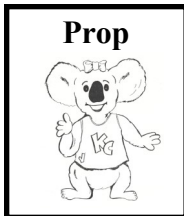
Some of the actions say to close your eyes; so pretend you are closing your eyes until you find the person doing the same thing. Then you practice it for real, together. *Have students trade phrases and try this again.*

Why is it important to STOP, calm down, and get control of your anger? *Discuss. How can this affect your safety? Discuss.*

You all did such a great job! Let's review the 5 steps to resolving conflict one more time! Don't forget to show me the signs!

*You may want to choose a Reinforcement Activity to do.
Go on to Lesson C and/or the Closure.*

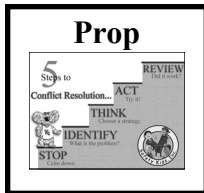
Lesson C—Strategies

**Prop**

Hold up KC Koala picture or point to the poster and review her motto: “Kind and Caring is the Way to Be.”

Hello everyone! KC Koala and I are back to talk to you about resolving conflict again! You all have been doing such an awesome job at being *Kind* and *Caring* kids!

Let’s review the five steps that we can use to solve our problems or resolve our conflicts. Don’t forget to do the sign language with me! (optional) See page 14 for visual clues.

**Prop**

1. Stop
2. Identify
3. Think
4. Act
5. Review

Name the five steps, pointing to the poster as you go. Be sure to repeat as many times as necessary for students to be able to do them on their own.

Last time we talked about the first step: STOP. You need to stop and get control of yourself. Get rid of your anger. Calm yourself down.

The second step is: IDENTIFY. You need to be like a detective and look for what is causing the problem. Look for clues that will tell you how it can be fixed.

The third step is THINK. You need to use your brain to come up with a strategy, or plan, that will help resolve the conflict.

The fourth step is ACT. Once you pick a plan to use, use it! Do your best to help stop the conflict from becoming a real problem.

The fifth step is REVIEW. After everything is said and done, look back and see if the decisions you made were good ones. Is there another way that could have been better? This will help the next time a similar conflict comes up.

Today we are going to concentrate on just one of the steps, the third one: THINK! What do we use to think? (Our brains) That’s right, we use our brains. I know you all know how to use your brains!

Today we are going to use our mind while we think of those important strategies that we talked about on the first day. KC told us on the first day that a strategy is a plan to use. We are going to practice picking and using some strategies that will help us resolve our conflicts.

Remember that when you resolve a conflict, it doesn't mean that you win and the other person loses. It often means that everyone wins. We want to be Kind and Caring, not mean and selfish.

Let's go over the strategies that we talked about the other day:

- Share
- Take turns
- Compromise: this means that you both give a little bit so that everyone is happy
- Ask an adult- you go an adult and see if he/she will help you find a way to resolve the conflict.
- Express—tell the other person how it makes you feel and ask them to help think of a way to fix it.
- Explain— “When you ___ it makes me feel sad. Do you think there is any way we can fix that problem?”
- Avoid it— stay away from the person who will cause a conflict.
- Ignore the conflict.

These are the strategies that we are going to concentrate on today.

One thing to remember when you are THINKING about which strategy to use is that sometimes one of them really may not work.

**Activity
Worksheet C:
Faces
Page 17**

Pass out circles from Activity Worksheet C: Faces to each child. It may be a good idea to have them already cut out to save on time. Make sure they are drawing one happy and one sad face. Have them practice holding up the happy and sad faces as fast as they can when you say the words “happy” and “sad.” This will give them practice identifying each face. Read the scenarios from the Activity Worksheet C: Scenarios. Help them decide if each strategy picked was appropriate for the situation you read about (hold up happy face) or not appropriate (hold up sad face).

We are going to play a little game to practice deciding whether or not a strategy should be used. I will give each of you two circles. In one circle you are to draw a happy face; the happiest face you've ever seen. In the other circle draw a sad face, a *very* sad face.

I am going to read you a few short stories about people picking different strategies. If you think they picked a good strategy, hold up the happy face. It is happy because a good strategy was picked. If you think the strategy was a bad one to pick, hold up the sad face. It is not happy, because they didn't pick a good strategy.

**Activity
Worksheet C:
Scenarios
Page 18**

Use the scenarios or make up some of your own to fit the needs of the class.

Great job boys and girls, you are definitely on your way to being Kind and Caring kids! What good friends you must be! It is important to know whether or not strategies are good for the situation.

You are going to get a chance to pick your own strategy now. I am going to read you a short story and you are going to draw a picture of which strategy you would use. I would like you to turn over your smiley and sad faces and get ready to listen.

First, I will read you the story and then you will draw, on the back of your faces, which strategy you think would be the best to use.

Activity

Read the following scenario and then give the students 5 minutes to draw a picture (on the back of one of the faces) of which strategy they would use. It might be helpful to review the strategies again before they start to draw. Once their drawing time is up, go around and have a few of them tell you which one they picked. Be sure to cover all of the ones chosen, and discuss whether or not they were

Dan and Jessica were coloring at their desks. Dan really wanted to use the green crayon and so did Jessica. Jessica was getting really upset because she needed it to finish her picture. The more she thought about it the madder she got. She decided to Stop, Identify, Think, Act and Review to resolve the conflict. While Jessica is thinking, what should Dan do? Which strategy is a good one for Jessica or Dan to use?

good choices.

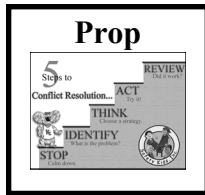
Discuss.

Tom and Paige were using Legos during indoor recess. There was one more Lego piece left that they both needed to use to finish their projects. This seemed to happen a lot and Paige always started to cry. Tom was getting mad, but he did not want to get into a fight. He decided to Stop, Identify, Think, Act, and Review. During the THINKING step, which strategy should Tom consider?

Read the next scenario and have them draw on the back of the other face.

Discuss whether or not they were good choices.

Closure



Review the five steps and the sign language for each word for conflict resolution.

1. **Stop**
2. **Identify**
3. **Think**
4. **Act**
5. **Review**

We talked a lot about how to **STOP** (calm down and get rid of your anger), and practiced lots of different ways to make yourself calm.

After that you need to **IDENTIFY**—what is the real problem? Is the fact that Jerome looked at you in a weird way a real problem? Or is the real problem the fact that you are still mad at him for something that happened last week? Identify the real problem!

Then **THINK** about what strategy to use. We practiced many different ways that you can solve your problem. Remember, it needs to be a **non-violent** action. Once you think of one, you need to **ACT** and do it!

Then **REVIEW** the situation. Did it work? Is the problem solved? If it did—yea for you!!! If it did not, try another one.

Review how solving problems in non-violent ways affects your safety.

Use one or more of the Reinforcement Activities.

Be a Safety Kid!



Kind and Caring: Conflict Resolution American Sign Language



S s



I i



D d



T t



A a



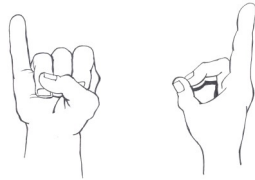
R r

STOP



The little finger edge of the right hand is thrust abruptly into the upturned left palm, indicating a cutting short

IDENTIFY



I i D d

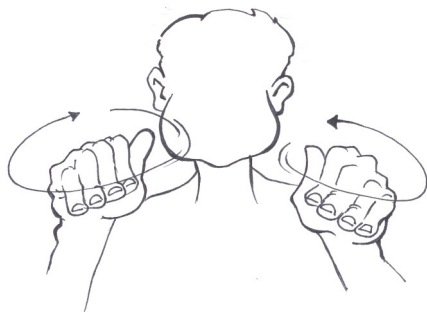
Make the letter "I", followed by the letter "D" to represent ID, or identify.

THINK



The index finger makes a small circle on the forehead.

ACT

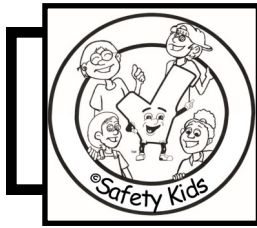


Both "A" hands, palms out, are held at shoulder height and rotate alternately toward the head.

REVIEW



The right "R" hand, palm facing in, is placed with its little finger edge on the open left hand, whose palm faces right. The "R" hand arcs backward until it is over the left wrist.



Kind and Caring: Conflict Resolution Activity Worksheet A: Picture



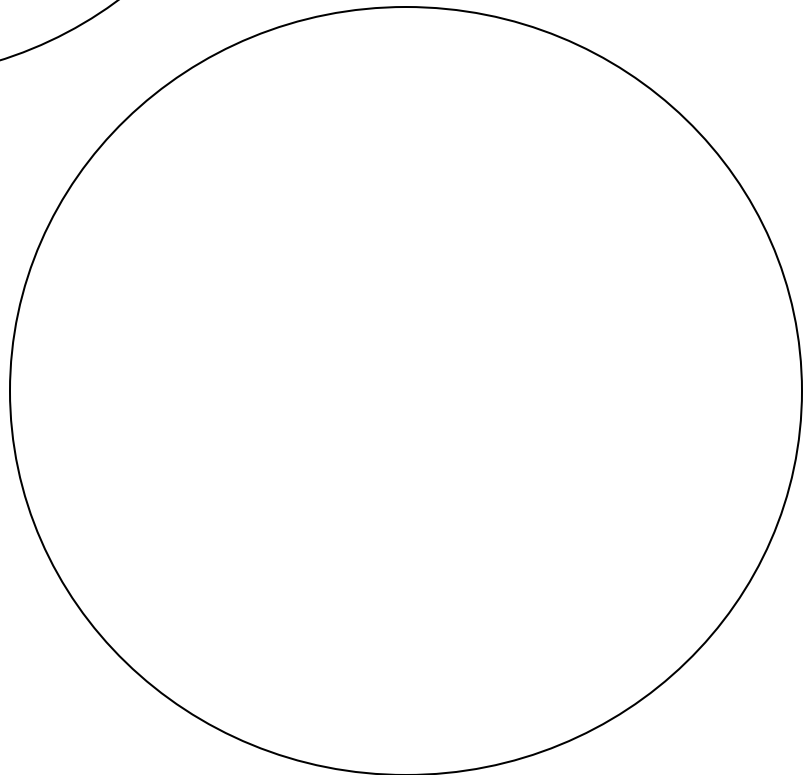
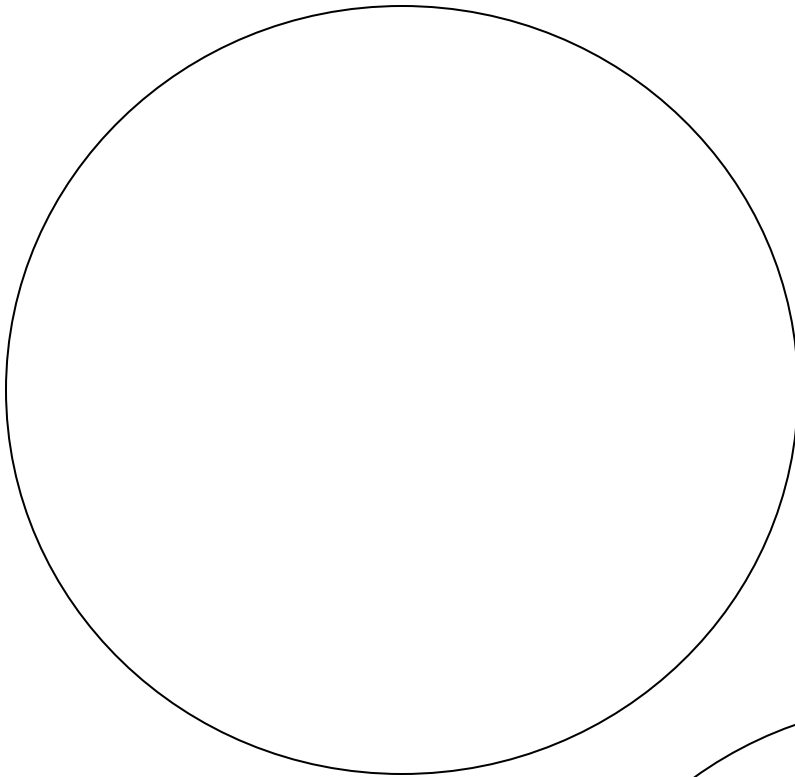

Kind and Caring: Conflict Resolution
Activity Worksheet B: STOP

Cut apart and pass out one activity to each student. Everyone acts out the strategy at the same time and walks around to find a matching partner (someone who is doing the same strategy.)

| | |
|--|--|
| Close your eyes and count to ten. | Close your eyes and think of something happy. |
| Take three deep breaths. | Clap your hands ten times. |
| Make a tight fist ten times. | Take a walk around the room. |
| Stretch your arms up to the sky as high as you can. | March in place. |
| Do five jumping jacks. | Whisper, "I am not mad" ten times. |



Kind and Caring: Conflict Resolution Activity Worksheet C: Faces



**Kind and Caring: Conflict Resolution**
Activity Worksheet C: Scenarios

- 1. Sandy and Jane both want to play with the same doll. Sandy decides to take turns and let Jane use the doll first. Was it a good idea for Sandy to take turns with Jane?**
- 2. Shaunice and Janelle were playing on the playground and both wanted to use the last jump rope. Janelle decided they could share and play together. One of them could jump while the other counted how many times. Was it a good idea for Janelle to share with Shaunice?**
- 3. James and Mike were sitting in their living room watching TV. James wanted to watch Spongebob and Mike wanted to watch Batman. James ignored Mike and turned the TV to Spongebob even though he knew it might start a problem. Mike decided to turn the TV to another channel. Was it a good idea for Mike to change the channel?**
- 4. Denise was playing on the computer and her sister Jenna came over and yelled that it was her turn to use it. Denise said that she was almost done, and it made her feel bad when Jenna yelled at her. Was it a good idea for Denise to tell Jenna how she felt?**
- 5. Drew was swinging on the swings and Bobby was coming towards him. Everyday Bobby came over and yelled that he wanted to swing instead of Drew. Drew decided it wasn't worth getting Bobby or himself upset, so he decided to go do something else before Bobby even got there. Was it a good idea for Drew to avoid the conflict before it happened?**
- 6. Aaron and Alana both needed the same book for a report for science class. Aaron knew that, so he took the book and hid it so that there would not be a problem being able to use it. Was this a good idea?**



Reinforcement Activities

Although some of these activities may not be appropriate for your grade level, they may give you ideas of things your children would like to do. Adapt them to your needs.



Songs

Sing songs using the *Safety Kids Music*. Words are included in the appendix. Children love the repetition of the words, and the songs help them remember the rules.

Materials needed: *Safety Kids Songs*



Friendship Collage or Conflict Collage

Students create a poster or collage of one of these topics:

✓Friends

✓Conflict

Cut out headlines from newspapers and magazines that explain or illustrate the conflict or what the friends are doing. Use magazine or other pictures.

Materials: old newspapers, magazines, glue, poster board, or large construction paper, scissors



Partner Drawing (to stress cooperation)

Students work in pairs to create a drawing of KC Koala and friends who are taking turns or sharing (or they may choose another subject.) They are to do this without talking. Stress ways to cooperate before they begin.

Materials: paper, pencils, crayons, or markers



Stained Glass Signs of Peace

Research and discuss signs or symbols of peace (dove, olive branch, peace symbol, white flag). Students make “stained glass” symbols out of pieces of colored tissue paper or cellophane and black construction paper. Cut two outlines from black paper and put the cellophane in between them. Use additional pieces of black paper to make sections in the glass. Display on the windows.



Materials: colored tissue paper or cellophane, black construction paper, glue, scissors



Silent Number Game (to stress cooperation)

This game is done *without* talking. The teacher calls out a number and students must form groups that have that number of children in them. For example: teacher calls out “4” and children need to organize themselves in sets of 4 children in each group. If there are any children left over who cannot fit into a group they need to stand to one side. Discuss what happened. Call another number and try it again.

Materials: open space



Snake Race (to stress cooperation)

Divide the class into two or three teams and set up a starting line and a finish line. Students sit on the floor, one behind the other, and hold onto the waist of the child ahead of them. This forms a snake. At the signal the snakes need to race to the finish line. They do this by scooting along the floor on their bottoms and not letting go of the waist in front of them. It takes real cooperation to get a rhythm going to make the snake move smoothly.

Materials: open space



Three Legged Race (to stress cooperation)

Students pick partners. The teacher ties together the right leg of one student with the left leg of the other student. Line up for relays. The first pair to the finish line wins. This is a great outdoor activity and really stresses the need to cooperate with others.

Materials: rope, bandanas, or scarves to use to tie legs



Snack Time (to stress cooperation)

Students pick or are assigned to partners. They are to make a snack (peanut butter and jelly sandwiches, cream cheese on crackers, trail mix by combining many snack ingredients, etc.) Add an element of cooperation to it: have them do this without talking or with hands tied together. Be creative.

Materials: assorted snack foods (REMEMBER: FOOD ALLERGIES!)



Resolution Review

Children stand in a circle. One child states one of the ways to resolve conflict and then bounces the ball to another student. That student then names another way and bounces the ball to someone else. This continues until all the methods they have learned are named. Continue and start over again until everyone has had a chance to name a way. The six ways are: share, take turns, cooperate, avoid the conflict, use “I” Messages, active listening or paraphrase.

Materials: large rubber ball, open space



Origami Dove

Discuss signs or symbols of peace. Make doves from the Japanese art of paper folding. Students make them on their own or else the teacher gives directions and demonstrates step-by-step. Follow these steps:



Materials: white paper. You may want to reproduce the steps so that students can follow them on their own.



Conflict Resolution Journal

Students create a journal with notebook paper and construction paper for cover. Each day write or draw about a time when they shared, took turns, or cooperated with someone. Include any incidents about conflict and how they were resolved.

Materials: two sheets of construction paper per student, five or more sheets of writing paper per student, pen/pencils, and crayons/markers



No Anger Award

Students design a certificate or award. Each day the class votes to give the award to a child who displayed calmness, peace, friendliness, and no anger.

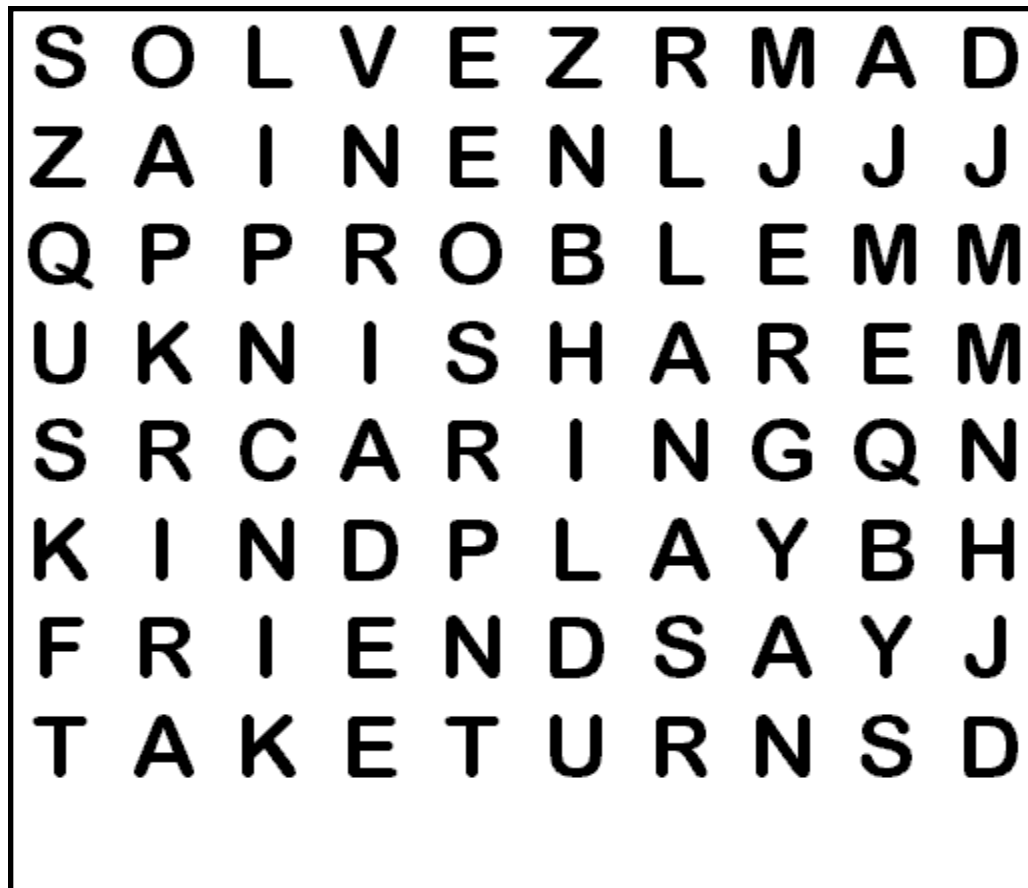


Materials: a variety of art materials



Conflict Resolution

Find the words from the word list and circle them. They may go across or down.



Word List

caring
friends
kind

mad
play
problem

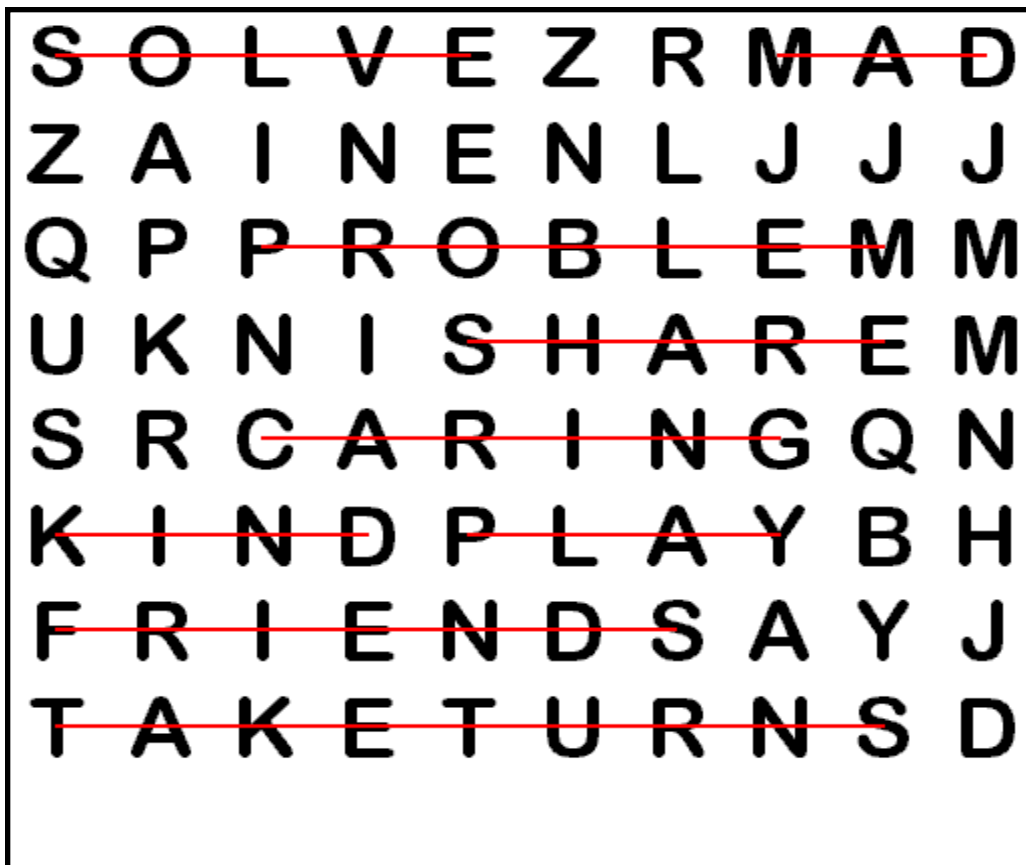
share
solve
take turns



Conflict Resolution

Answers

Find the words from the word list and circle them. They may go across or down.



Word List

caring
friends
kind

mad
play
problem

share
solve
take turns