

# 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

|   |
|---|
| <b>Important Background Information</b> |
|---|

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**
- **prevent conflict**
- **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:

- *Treasure Chest* poster
- KC Koala poster
- Conflict Resolution poster
- Letter to the Parents/Guardian (Appendix)

Lesson A

- Activity Worksheet A: Scenarios (cut apart; one for every 2 students)
- Activity Worksheet A: Strategies (one copy cut apart)

Lesson B

- Activity Worksheet B: STOP (cut apart; one for every 3-4 students)
- Activity Worksheet B: Scenarios (cut apart; one for every 3-4 students)

Lesson C

- Activity Worksheet A: Scenarios (cut apart; one for every 2 students)
- Activity Worksheet C: Scenarios (one copy for each student)

## Objectives for Students

- Name the 5 steps to resolve a conflict.
- Demonstrate three things to do in order to manage anger.
- Explain four strategies to resolve a conflict.
- Analyze situations, decide how to manage anger, and choose a strategy to implement.

## Review of Introduction or Past Lessons

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

*Always start with a review of the Check First concept!*

*Using the Treasure Chest 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 symbol card from inside the pocket.*

*Proceed with the lesson.*

***Teach this in 1,2, or 3 lessons.***

## Lesson A—Introduction

**Safety Symbol**



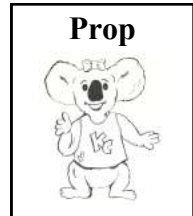
Select a student to remove the KC Koala symbol card from the poster pocket. Introduce or re-introduce KC Koala to the class. (KC stands for Kind and Caring. Her motto is “Kind and Caring is the way to be!” See the other Kind and Caring lessons for more background.) Ask the class or individuals to repeat the slogan several times. **Kind and Caring is the way to be!**

We have some important things to talk about today—resolving conflict. Those are big words.

What is a conflict? Let students answer. **Conflict** is a problem between two or more people. Sometimes people fight when they do not get along, but conflict can also be when people just don’t think the same things, or when people are mad at each other, or when they don’t want to share.

Let’s think about this story:

**KC Koala quietly watched the minutes tick by...3 minutes, 2 minutes, one minute. It was finally time for recess. KC wanted to be the first one to use the red swing. Everyone knew it was the swing that went the highest and the fastest. As soon as the teacher opened the door she ran as fast as she could towards the swing. Just as she reached the swing, Charlie Check-First jumped on it. KC was so angry! The more she watched him, the angrier she got. What should she do?**



**KC Koala and Charlie Check-First have a problem or conflict. What is the conflict between KC and Charlie ?** (They both want to use the red swing.)

**How did KC feel when she realized Charlie wanted to use the red swing, too?** (angry)

**KC Koala is Kind and Caring. Should she feel angry at Charlie? Get responses.** Just because KC felt angry does not mean she is not Kind and Caring. She can not help how she feels. But she *can* control what she does when she feels angry.

**Today we will discuss 5 steps to take when you have a conflict or problem with another person. We will also think of ways that KC can deal with her angry feelings and resolve the problem.**

# Kind and Caring: Conflict Resolution

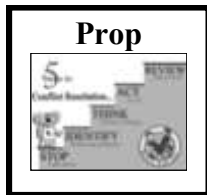
Grade 2

**Resolve** means to fix or solve the problem. One important thing to remember is that when you resolve a conflict, it does not mean that you win and the other person loses. It means that you try to solve the problem so that everyone is happy. We all want to be Kind and Caring people who make good friends, don't we?

Can any of you give me an example of a conflict you have had? Maybe you had a problem with a friend or a brother or sister? *Pick 2 or 3 students to give their examples.* Great! Those are good examples of a conflict.

There are 5 important steps that you can do to resolve, or fix, a conflict.

I'd like you to look up at this poster and listen as I tell you the 5 steps to resolving a conflict. *Read through the poster without the sign language. Then read through again and demonstrate American Sign Language. See page 17 for visual clues.*



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

This time I am going to read them and show you the sign language that goes with them. These signs will help us to remember each step. *Say each one and use the sign language.*

Now say the words and do the signs with me. *Repeat the list a number of times until it seems that students are able to do it on their own.*

Great job! I'd like two people to try it by themselves. *Pick two people to go through the five steps on their own with the signs.* Great job! Now we get to find out what they mean!

Who thinks they might know what STOP means? *Let students answer.* Stop means exactly what it says: Stop! Take a minute to calm down. Get a hold of your anger.

Sometimes in a situation where you are upset, you might say or do something that could hurt someone else or yourself. It is a really great idea to STOP and calm down before you do anything else.

One way that you could calm down is to hold your breath and count to ten. Let's all do that. Hold your breath and count to ten on your fingers. *Do this.* What else could we do?

*Make a list of different stopping techniques the students could use to calm themselves down. Guide them to include answers such as these:*

- *Hold your breath and count to ten.*
- *Close your eyes and take a deep breath.*
- *Close your eyes and squeeze your fists ten times.*
- *Say the alphabet in your head.*
- *Take a short walk around the room.*
- *Clap your hands ten times.*
- *Sing a song inside your head.*
- *Think of a happy scene.*
- *Leave the area and be alone.*

*Ask students to demonstrate some of them.*

**Who can remember the second step in resolving a conflict? (IDENTIFY) Does anyone have an idea what this means? *Let students answer.***

***Identify* means to look at something closely and see what it is. A detective looks closely to find clues that will tell him details about the crime. A doctor looks closely to find out what is wrong with a patient. They are identifying different things. You need to identify what the actual problem is in a conflict.**

**Look closely to identify what is actually going on that is causing a problem. Maybe you can't decide which game to play. Or maybe you want to read the same book as someone else. Sometimes the problem can be silly like arguing over which song is better. It might be more serious, such as your friend broke your bike and doesn't care. Identifying the problem helps you decide how to fix it.**

**We are going to practice identifying problems with a partner. I will give each group of two a card that has a short story on it. You need to read the story with your partner and identify what you think is the problem. I'll give you two minutes to do this and then you will tell everyone what the problem is.**

Let's do one together:

**Mike wakes up late and does not have time for breakfast. He is hungry, but runs to catch the bus and misses it. He gets a ride to school, but forgets his homework. Then his friend, Dave, says he doesn't like Mike's shirt. Mike gets really mad. Before they know it they are yelling at each other.**

**Let's try to identify the real problem. Is it that Mike's friend doesn't like his shirt? Discuss.** (The real problem is that Mike woke up late and his having a really bad day so far. On a good day he might laugh when his friend says that to him.) **I think you're ready to try doing this on your own!**

**Activity  
Worksheet A:  
Scenarios**

*Put the students into groups of two and pass out one card to each group from Activity Worksheet A: Scenarios. Give the groups two minutes to read and identify the problem. One at a time have them stand up and tell you what they identified as the real conflict. Have the class raise their hand if they agree. If there is any disagreement over the problem, discuss the story and help them come to an answer.*

**What a wonderful job you did identifying the problem. Now we are going to move on to the third step in resolving a conflict. Who can tell me what it is? (Think.) THINK is the third step. What is there to think about?**

*Let students answer. After you identify the problem, you need to think about how to fix it. There are strategies or plans that you can use to solve your problems. Sometimes just talking about it with someone solves the problem. Sometimes it doesn't. I have a pile of cards that have different strategies on them. Let's see what they are.*

**Activity  
Worksheet A:  
Strategies**

*Hold the cut-apart cards from Activity Worksheet A: Strategies in your hand or spread them out on a desk. Set aside the blank cards for now. Ask a volunteer to come up, pick out one, read it aloud, and tape it to the board. Discuss each one as you read it.*

**Share: You can SHARE with a friend. Maybe you can both play with the toy, or both watch the TV, or both have part of the last cookie.**

**Take turns: You can let your brother watch his show and afterwards you can watch what you want.**

**Compromise:** You both give in a little bit and both stay happy. If you and your friend want to play two different games, you could pick a third game to play that you both like.

**Ask for help:** Ask another friend, teacher, parent, etc. to help you and your friend make a decision or come up with ideas on how to resolve the problem.

**Avoid:** If you see that a problem is going to happen, avoid it. Stay away from the situation.

**Express:** Share your feelings and express how and why you feel the way you do.

**Ignore:** If it isn't very important and not worth getting upset about, you can ignore the conflict and let it fix itself.

**Active Listening:** Try to listen and figure out *why* your friend wants what he or she does. Maybe he or she has a good reason for it.

*See if the students can come up with any other ways to resolve a conflict. Write them on the blank cards.*

**The fourth step is ACT. What do you think it means to *Act*? Let students answer. Once you pick a strategy, you need to act on it or do it! Let's take a look at another situation.**

**Don and Matt are on the playground and decide to play a game together. Don wants to play kickball and Matt wants to play football. They both get very mad and won't speak to each other.**

**Think about the strategies we talked about. Which one would work best here? (compromise, take turns) Let's say Matt picked compromise. How would they *act* on that?**

*Let students answer. Very good. They could pick a third game to play.*

**Mike picked his strategy and acted on it. Now he is at the last step, which is REVIEW. What does that mean? How do you review the action? Discuss. Mike needs to think about whether or not he picked a good strategy. Did it work? Remember, he wants everyone to be satisfied, if possible. If they are still fighting over the third game, did he pick a good strategy? (No) If they pick dodge ball and have a good time, did he pick a good strategy? (Yes)**



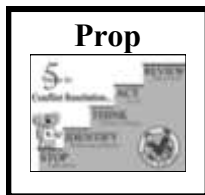
# Kind and Caring: Conflict Resolution

Grade 2

After you pick a strategy and try it, you think about what happened and decide:

- Was it a good thing to do?
- Should I have done something differently?
- Did it fix the problem?
- Did it make it worse?

You are all well on your way to becoming Kind and Caring kids. You did such a wonderful job today resolving conflicts. Before we finish, let's review the five steps to resolving conflict and use the sign language that goes with them!



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

*You may want to choose a Reinforcement Activity to do.*

*Go on to Lesson B, C, and/or the Closure.*

**Be a Kind and Caring Kid!**

## Lesson B—Anger Management

### Safety Symbol



Select a student to remove the KC Koala symbol card from the poster pocket. Introduce or re-introduce KC Koala to the class. (KC stands for Kind and Caring. Her motto is “Kind and Caring is the way to be!” See the other Kind and Caring lessons for more background.)

**Who can remember what we talked about the last time we were together? (Conflict Resolution). We talked about the 5 steps to resolving conflict, or solving a problem.**

### Prop



**Let’s review them together. If you need help remembering, just take a look at the poster. Don’t forget to sign the words. See page 17 for visual clues.**

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



**Great job! Today we are going to talk more in depth about the very first step. On the count of three I want everyone to say the first step and show me the sign language. One...Two...Three... STOP!! Use American Sign Language.**

**Good. What do we mean by STOP? Let students answer. STOP means that you stop what you are doing and calm yourself down. If you are in a conflict with someone you might be arguing. You might be getting very mad and angry. Is that being Kind and Caring? (No) STOP what you are doing and calm yourself down. You need to be in control of your anger.**

**What were some of the ways that you may use to calm down? Let students name the strategies. Ideas include:**

- Hold your breath and count to ten.
- Close your eyes and take a deep breath.
- Close your eyes and squeeze your fists ten times.
- Say the alphabet in your head.
- Take a short walk around the room.
- Clap your hands ten times.
- Sing a song inside your head.
- Leave the area and be alone.

**These plans will help you be in charge of your emotions. Control your anger and your feelings.**

**Great job! One important thing to remember when you are picking a way to calm yourself down is that sometimes that way might not be appropriate. It might not be a good place or a good time to use that way to STOP.** (i.e. if you are working in a group in school and you are having a conflict with one of your group members, it is not a good time to take a short walk around the room. The teacher wants you to work in a group.)

**We are going to practice deciding when we should use each method. When I tell you, you are going to get into groups of four. Each group is going to get a way to STOP. The group needs to think of at least four places or times that you could use that way. For example, let's say my group gets "Hold your breath and count to ten." We are going to name four places or times that it would be OK to do this. Let's think together. Get ideas from students. You might include:**

- At home
- In the classroom
- At recess
- During lunch
- At bedtime
- In your room playing with your sister
- When Mom tells you something you do not like

**We did more than four, but I want you to think of different places and times; not just at recess or lunch. Be creative!**

**Activity  
Worksheet B:  
STOP**

*Put the students in groups of 3-4 (count off by 3 or 4, assign groups, let them choose, etc.) Pass out one rectangle from the Activity Worksheet B: STOP to each group. They discuss.*

*When students are finished they are to report to the class what they decided. If a place, time, and method are not appropriate, discuss it.*

**Great job! I can tell that you are on your way to being Kind and Caring friends to each other.**

**Let's stay in our groups and practice these ways to STOP. Remember, the goal is to calm yourself down. You want to STOP when you have a conflict, so you do not say or do something that could hurt a person's feelings, or hurt them or you physically.**

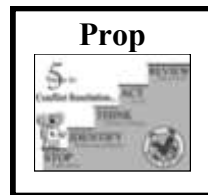
**Every group will now get a different short story. Each person in the group needs to practice a different way to STOP. If one person picks "close your eyes and count to ten," no one else can use that one. Go around the group one at a time.**

**Activity  
Worksheet B:  
Scenarios**

*Hand out one scenario from the Activity Worksheet B: Scenarios to each group. Walk around and observe as they practice the STOP methods. Review by having one person from each group read the scenario and demonstrate one way to STOP.*

**You are really getting this! I would say you are expert *stoppers*. Before we finish for today, let's say the five steps to resolving conflict along with the sign language.**

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



**Excellent! Could someone explain to me why it is important for you to STOP and calm down if there is a conflict and you are mad?** (You do not want to say or do something that would hurt someone. If you STOP, you can think more clearly.) **You want to be Kind and Caring.**

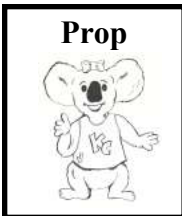
**Great job!**

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

*Go on to Lesson C and/or Closure.*

**Be a Kind and Caring Kid!**

## Lesson C—Strategies

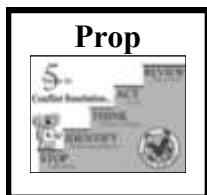


*Have a student place the KC Koala safety symbol on the Velcro tab on the poster. At the conclusion of the lesson, ask someone to put it in the Backpack. See Introduction for more details on how to use the poster. Hold up the KC Koala puppet or point to the poster.*

*Review her motto: Kind and Caring is the Way to Be.*

**We have been talking about Conflict Resolution. Can someone explain to me what it means to resolve a conflict?** (Fix a problem.) **That's right, when you resolve a conflict you are fixing a problem. Does that mean that you win and the other person loses?** (No) **You're right. There really should not be a "loser."** You would like everyone involved to be happy.

**How many steps are there to resolving a conflict?** (Five) **Very good. Five steps. Before we review them together, does anyone want to volunteer to say the five steps and show us the sign language that goes with each step?** *Pick a student to show the five steps with the signs. Great job! Let's say them all together. Use page 17 for visual clues for American Sign Language.*



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

**What a great job you are doing today! Let's review what each of those steps mean.**

1. **STOP**— anytime you feel stressed out, upset, angry, sad, or frustrated you need to STOP and calm yourself down. Control your anger and feelings.
2. **IDENTIFY**— when you identify a conflict, you look closely with your mind to figure out what is the real problem.
3. **THINK**— we need to THINK about what we should do. Pick a strategy to use to resolve the conflict.
4. **ACT**— after you think of a strategy, you need to use it!
5. **REVIEW**— think about (evaluate) how everything turned out and ask yourself some questions:
  - Did everything turn out OK?
  - Could I have done anything differently?
  - Is it better than it was before?

Today we are going to talk mainly about the third step. What is it? (THINK!)

This is a very important step because the strategy you choose is either going to help solve the conflict, or make it worse. You all have smart brains; this is when you need to use them!

**What are some of the strategies that we could use to resolve a conflict?** (See page one of this unit on Conflict Resolution.) *Give students a chance to come up with the strategies that you discussed in Lesson A. They may even add other ways.*

**SHARE**—you and your friend use the same toy and play together.

**TAKE TURNS**— You let your sister watch her TV show today and you watch yours tomorrow.

**COMPROMISE**— This means that you both give a little bit so that everyone is happy.

**ASK FOR HELP**—Ask an adult or a peer to help you find a way to resolve the conflict.

**EXPRESS YOURSELF**—Tell the other person how it makes you feel and ask him or her to help think of a way to fix it. Say to your friend, “It makes me feel sad when you boss me around. Do you think there is any way we can fix that problem?”

**AVOID**—If you know a conflict is going to happen, avoid it by not going near that person.

**IGNORE**—If it isn’t very important and not worth getting upset about, you can ignore the conflict.

**ACTIVE LISTENING**—Listen and figure out why your friend wants what he or she does. Maybe there is a good reason for what he or she wants.

You are going to work with a partner and use the short stories that we read in our first lesson. Decide upon a strategy to use to resolve the conflict in your story. You are either going to act out the scene or draw a picture that you will show to the class while you explain which strategy you picked.

**Activity  
Worksheet A:  
Scenarios**

*Divide the class into groups of two. Give each group a scenario from Activity Worksheet A: Scenarios. Give them a few minutes to either come up with a skit or draw a picture of the strategy they picked. You may want to review the strategies once more before starting. Once students are finished creating, have each group get up in front of the class and present their scenario. Make sure each group reads their scenario before they begin. You may lead a discussion after each presentation to see if anyone would have picked a different strategy. Be sure to stress that more than one strategy may apply to each scenario.*

**You actually just practiced the THINK step as well as the ACT step. Remember, after you pick a strategy you need to use it! You all did that in your pictures or in your skits. The last step that we are going to talk about today is REVIEW.**

**Why is it important to REVIEW after you pick a strategy and use it?** *Let students answer. Lead them in understanding that you want to be sure that you were Kind and Caring. You also want to see if there was a better way you could have resolved the conflict.*

**You are going to work on your own now to pick a strategy to help resolve a conflict. You will get a sheet of paper that has two short stories on it. You are going to THINK and pick a strategy that you think would be a good one to resolve the conflict. You will have one strategy for each story. Write the strategy underneath each story.**

**Activity  
Worksheet C:  
Scenarios**

*Pass out Activity Worksheet C: Scenarios to each student. Give them 5 minutes to read the scenarios and select a strategy. Have them tell out loud what they picked and see how many different strategies were used. Be sure to point out again that there may be more than one strategy that would work.*

*You may want to choose a Reinforcement Activity to do.*

*Go on to the Closure.*

**Closure**

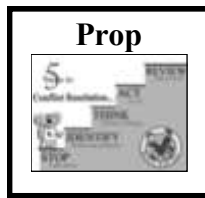
**Great job, everyone! You are very Kind and Caring friends. I think you are definitely becoming experts in resolving conflict.**

**Before we finish, I want to play a quick game to review the five steps we have learned. I will write the steps on the board. You are all going to put your heads down while I take one of the steps away. When I say “heads up,” you are going to look to see which step I erased. When you figure it out, give me the sign for that step, without saying anything out loud. Let’s start.**

*Play the game 1-2 times.*

**Wonderful job! Let’s say each step and show the sign language once more.**

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



**Excellent! Thanks for being such great listeners!**

**Be A Kind and Caring Kid!**





## Kind and Caring: Conflict Resolution American Sign Language



**S s**



**I i**



**D d**



**T t**



**A a**



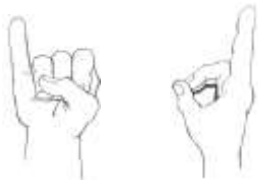
**R r**

### STOP



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

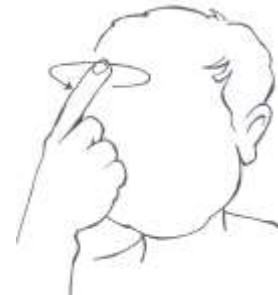
### IDENTIFY



**I i D d**

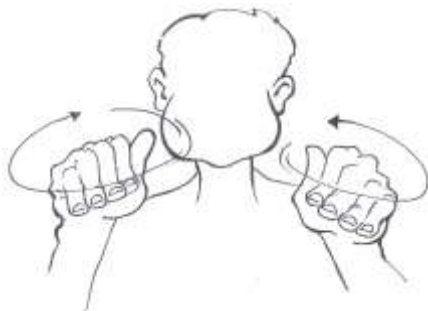
Make the letter "I", followed by the letter "D" to represent ID, or identify.

### 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: Scenarios

|  |  |
|--|--|
| <p>Jane and Andy were coloring and started to argue about who got to use the red crayon next. Jane said she should because she was a girl. Andy just wanted to finish his picture.</p>           | <p>Josh and Nathan were playing a game and Josh wanted to go first. Nathan thought he should go first because he was older. Soon they were arguing and yelling.</p>                                  |
| <p>Micah and Jonah were fishing and were trying to decide which pole to use. They wanted a blue pole, but there was only one. They were Micah's Dad's poles, so he thought he should get it.</p> | <p>Becky and Tonya were watching TV and were told they could watch one show. Becky wanted to watch <i>That's So Raven</i> but Tonya wanted to watch <i>Dora</i>. They started to hit each other.</p> |
| <p>Cole and Josh were playing a video game and started to argue about who was going to win. Cole said he was because he was smarter and Josh got mad and started to cry.</p>                     | <p>While they were watching TV, Jen and John started arguing about who had a nicer room. Jen started crying when John said his was nicer because he had bunk beds. Jen did not have bunk beds.</p>   |
| <p>Andy and Jason were hanging up their coats at school and both wanted to use the same hook. They started to argue and push each other.</p>   | <p>Rob and Nate were swinging on the swings at recess. When they jumped off they both thought they had jumped the farthest. They argued about it for the rest of their recess time.</p>              |
| <p>Jenny and Crystal were looking for something to do together during free time. Jenny wanted to play the computer and Crystal wanted to go to the math center.</p>                              | <p>Rachel and Justin were playing Tic Tac Toe and both of them wanted to go first. They didn't get to play because they argued too long about it.</p>  |
| <p>While working on a group project, Jamie and Adam both wanted to do the coloring. Someone needed to do the writing but no one wanted to do that.</p>   | <p>Corin and Justine were walking home from school. They were afraid they would get hit by a car and they both wanted to walk on the inside.</p>   |
| <p>James used Kevin's video game and broke it. When James asked him about it Kevin said it didn't matter because it was an old game anyway. James got mad and they started to fight.</p>         | <p>David and Greg wanted to play in their tree house. Their mom had told them not to do that. David wanted to anyway, but Greg said it wasn't a good idea.</p>                                       |



## Kind and Caring: Conflict Resolution Activity Worksheet A: Strategies

|                   |                             |
|-------------------|-----------------------------|
| <b>Share</b>      | <b>Take<br/>turns</b>       |
| <b>Compromise</b> | <b>Ignore</b>               |
| <b>Avoid</b>      | <b>Ask</b>                  |
|                   | <b>Active<br/>Listening</b> |



## Kind and Caring: Conflict Resolution Activity Worksheet B: STOP

Think of 4 other ways to STOP (control your anger) and write them in the empty spaces.

|  |  |
|--|--|
| <b>Close your eyes and take a deep breath.</b> | <b>Close your eyes and squeeze your fists ten times.</b> |
| <b>Say the alphabet in your head.</b>          | <b>Take a short walk around the room.</b>                |
| <b>Clap your hands ten times.</b>              | <b>Sing a song inside your head.</b>                     |
|  |  |
|  |  |



## Kind and Caring: Conflict Resolution Activity Worksheet B: Scenarios

|   |  |
|---|--|
| <p>John and Dave are playing at the park. John really wants to swing on the swings, but Dave wants to play catch. Since John is older he says he should get to choose. Dave is starting to get really upset and wants to say something mean. He decides to STOP. Which strategy do you think Dave could use to calm himself down?</p>               | <p>Pat and Alexis are coloring in class. They both want to color the same page, but there is only one left. Alexis starts to cry and yell at Pat. He is starting to get really angry at her. He decides to STOP and calm himself down. Which strategy could he use to calm himself down?</p>   |
| <p>Beth and Sheena are playing on the monkey bars. They both learned a new flip over the weekend and want to show each other. Neither one wants to wait for the other to go first. Beth is starting to call Sheena names and Sheena is getting mad. She decides not to call Beth names, but STOPS... which strategy could she use to calm down?</p> | <p>Billy and J.J. are on an airplane flying to see their Grandma. They both want to sit by the window so they can look at the ground. Billy says he should get to sit there because he is smarter. J.J.'s feelings are hurt and he wants to yell at Billy. He decides instead to STOP. Which strategy could he use to calm down?</p> |
| <p>Jessica and Mia are hanging their coats on the hooks in the room. They both like the one closest to the door. Mia says she should get to have it because her coat is nicer. This hurts Jessica's feelings, but instead of being mean to Mia, she decides to STOP. Which strategy could she use to calm herself down?</p>                         | <p>Angela and Jaleesa both need to sharpen their pencil. Jaleesa got there first, but Angela pushes her out of the way to go first. Instead of pushing her back, Jaleesa decides to STOP. Which strategy could she use to calm herself down?</p>   |

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

**Joan and Sarah are walking to school and want to sing a song. They both pick a different song and insist that they have to sing it. Joan gets upset and starts to cry and say that she never gets to pick the song. Sue decides to STOP and calm down. Once she is calm she identifies that the problem is that they both want to sing a different song. Now she has to THINK of a strategy to use to resolve the conflict. Which strategy could Sue use to resolve the conflict?**

**Ben and Jason are playing at recess. They are throwing a football back and forth. Jason asks Ben if he wants to have a contest to see who can throw the farthest. Ben says “yes,” and the boys start throwing the ball. After they both have thrown the football, they cannot decide who threw it farthest. Ben insists that he did, but Jason says there is no way; Ben is not as strong as he is. Ben’s feelings are starting to get hurt and he is getting mad. He decides to STOP and calm himself down. Once he is calm he identifies that the problem is they can’t decide who threw the football the farthest. Now he has to THINK of a strategy to use to resolve the conflict. Which strategy could Ben use to resolve the conflict?**



## 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*



### **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 strategies they have learned are named. Continue and start over again until everyone has had a chance to name a way. Some of the ways are: share, take turns, cooperate, avoid the conflict, use "I" Messages, active listening, paraphrase, ignore.

**Materials:** large rubber ball, open space



### **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



### **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



### **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



### **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



### **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





## Conflict Resolution

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



### Word List

|           |         |            |
|-----------|---------|------------|
| caring    | mad     | take turns |
| conflict  | play    |            |
| cooperate | problem |            |
| friends   | share   |            |
| kind      | solve   |            |