

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:

- *Safety Kids: Toys* poster
- KC Koala poster to put in prop box
- Assorted objects to put in prop box
- A decorated or attractive box (Safety Toy Box) or bag for props
- *Safety Kids Songs*
- Letter to the Parents/Guardian (Appendix)

Lessons B and C

- Activity Worksheet: Identify Conflict

Objectives for Students

- State the slogan, “Kind and Caring is the Way to Be!”
- Repeat the 5 steps to resolve a conflict.
- Name something to do in order to calm down.
- Explain one strategy to resolve a conflict.

Review of Introduction or Past Lessons

Decide which topics you plan to teach for your session and put objects representing those topics in your Safety Toy Box before you begin.

Using the Toys poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure.

Always start with a review of the Check First concept! Recite Charlie’s rule.

Show KC Koala poster. Recite and review KC’s motto.

Review concepts from any lessons previously taught. Point out the items on the poster that represent the concepts covered.

You may teach this in one, two, or three lessons.

Lesson A—Introduction and Anger Management

Prop



Describe KC Koala on the poster and have a student point to her.

*Ask a different student to find a matching poster in your Safety Toy Box.
Hold up the KC Koala poster.*

Do you remember KC Koala? She is a Kind and Caring koala and wants you to be a good friend and get along with others. Her favorite saying is, “Kind and Caring is the way to be!” *Have class repeat that several times. Today we are going to talk about conflict.*

A conflict is a problem. It might be when two people do not get along. 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. People may fight when they do not get along.

We don’t always agree with our friends, do we? Sometimes we want to do different things than our friends. We might like different things than our friends. That’s OK.

Is it hard to decide what to do when there is a conflict or a problem? What if someone pushes you, or tells you they don’t like you? How does that make you feel? What are some things you might do if someone trips you or says something mean to you? *Let children come up with ways they would deal with conflict; reinforce only the positive, non-violent responses.*

KC and I are going to teach you how to be KIND and CARING when you are dealing with conflict. There are 5 steps you can do to help resolve the conflict or fix the problem.

We have all gone up steps before. So I would like you to stand up and pretend to walk up some steps with me. Pretend to be stepping up onto a few steps with students. All right, you may sit back down.

There are 5 steps to take to solve a problem or conflict. *As you say each word, you may demonstrate how to say it in American Sign Language. See page 12 for visual clues.*

Step 1 is STOP.

Step 2 is IDENTIFY.

Step 3 is THINK.

Step 4 is ACT.

Step 5 is REVIEW.

Listen to them one more time. STOP, IDENTIFY, THINK, ACT, and REVIEW. Say these 5 steps and sign them with me. *Repeat the 5 steps and signs until the students seem to be able to say them.*

We are going to talk about each of those steps today. Before we do, I want you to remember that not all conflict can be resolved or fixed. Sometimes you just have to have different thoughts than your friends, and that is OK.

Let's think about the steps again. What is the first one? (STOP) That's right, STOP. When you are in a situation where you are upset, you need to STOP and calm down. Get rid of your anger. Stop being mad. Can you think of ways to calm yourself down?

Discuss. Guide them to include answers such as:

- Take a deep breath.
- Close your eyes and count to 10.
- Close your eyes and think of something happy.
- Take a short walk around the room.
- Clap your hands ten times.
- Squeeze your fists ten times.
- Leave the area.
- Spend some quiet time.

Let's practice a few of these. Pick two or three methods and have students demonstrate them.

Why do you think you need to calm down? (So that you don't get into a fight, make a bad decision, etc.) You want to be able to think clearly so that you can solve the problem without someone getting hurt. Let's practice calming ourselves down, using a way that works for you.

I would like you to stand behind your chairs. Pretend that a friend told you that your game isn't fun and he or she doesn't want to play with you. It makes you mad. In order to calm yourself down you are going to close your eyes and count to ten. Watch me. Count to ten with your eyes closed.

When I count to three, all of you should do that with me. Count one, two, three.

This time we will try a different way to STOP and get rid of our anger. Your mom promised to take you to the park, but now she says she has to do some things in the house. You are really upset and think it's unfair. Think about how mad you are and when I count to three, you march in place ten times. One, two, three. Students should all try this. Try a few more methods.

Today we talked about the first step to take if we need to solve a problem with someone. What is that step? (STOP!) Calm down. Get rid of your anger.

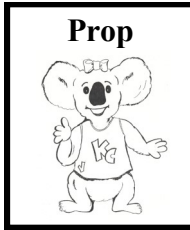
Say that with me and let's also sign the word in American Sign Language. Do this several times.

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

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

Remember to be Kind and Caring Kids!

Lesson B—Identify and Think



Hold up the KC Koala poster. Have class repeat her motto, “Kind and Caring is the way to be!”

KC Koala wants us all to be Kind and Caring Kids. We especially need to do that if we have a conflict. Who remembers what that word means? Discuss. It means we have a problem with someone or something.

We talked about 5 steps to follow in order to solve the conflict without anyone getting hurt. What was the first step? (STOP!) We need to calm down and get rid of our anger. Say and sign the word STOP several times. Use the American Sign Language visual clues on page 12.

Our next step is IDENTIFY. IDENTIFY means to look at something and see what it is. If you are walking down the road and you see something shiny on the ground, you would look at it closely to see what it is. When you have a conflict, you need to look at it closely and see what the real problem is.

I’m going to tell you a short story and I want you to think about the problem or conflict.

Jessica was sitting with her best friend at lunch. Jessica said that she loved French fries. Her best friend look at her and said “French fries are yucky, and if you eat them you’re not my friend.” This made Jessica feel mad. She loved French fries and she loved her best friend. What do you think Jessica’s conflict is?

Give students time to think about it. Help them figure it out. Her conflict or problem is that she has to choose between French fries or her best friend. You just IDENTIFIED her problem!

Let's practice a few more short stories to help us identify the conflict.

Identify Conflict. Read the stories to the students. So that everyone is involved, have them whisper the problem to a partner. Then ask one student to share with the class.

- 1. Cynthia was on the playground with her friend Jen. Cynthia told Jen that she wanted to jump rope and Jen said jumping rope wasn't any fun; she wanted to swing on the swings. Cynthia was tired of swinging.**
- 2. Xavier was playing with his cousin and said he wanted to get a snack. His cousin said they should get a snack in one more hour. Xavier was hungry now.**
- 3. Thomas was watching TV with his brother and wanted to watch cartoons. His brother wanted to watch Sesame Street.**
- 4. Erin and her sister were going shopping. Erin wanted to go to the toy store and her sister wanted to go to the mall. Erin doesn't like the mall at all.**

What a great job you did identifying the problem! Let's review the first two steps by saying them together. Use sign language with the words.

- 1. STOP**
- 2. IDENTIFY**

The third step is THINK! Point to the part of your body you use to think (your brain) Your brain! After you know what the problem is, you need to think about how to fix it. There are plans (strategies) that you can use to solve your problems.

Let's THINK about what to do in these stories:

- 1. You hung your coat up in the classroom on your favorite hook. Shauna came in after you and took your coat off, dropped it on the floor, and then hung hers up in that spot. This made you mad.**

What is the first thing to do? (STOP and calm down.) *Discuss ways to calm down.* **After you identify the problem you need to THINK about what to do. What would be a good plan to follow?** *Discuss.*

- 2. You are playing at your friend's house after school and he or she takes your toy out of your backpack and starts to play with it without asking you. You want to play with it. And then it accidentally breaks and you are mad.**

What is the first thing to do? (STOP and calm down.) *Discuss ways to calm down.* **After you identify the problem you need to THINK about what to do. What would be a good plan to follow?** *Discuss.*

Remember, when you have a conflict or a problem with someone, you need to follow our five steps. What are the ones we have talked about so far? Say them with me and sign them. (STOP, IDENTIFY, THINK)

You may want to choose one of the Reinforcement Activities to do. Go on to Lesson C and/or Closure.

We need to remember to be Kind and Caring Kids!

Lesson C—Act and Review**Prop**

Hold up the KC Koala poster. Have class repeat her motto, “Kind and Caring is the way to be!”

KC Koala wants us all to be Kind and Caring Kids. We especially need to do that if we have a conflict. Who remembers what that word means? *Discuss.*

It means we have a problem with someone.

The first thing to do when you have a problem is to STOP. *Use American Sign Language for this word as you say it. See page 12 for visual clues. Calm down and get rid of your anger.*

After that you IDENTIFY the problem. *Use American Sign Language for this word as you say it. Figure out what is really wrong.*

Our third step is THINK. *Use American Sign Language for this word as you say it. There may be several different plans that will solve the problem. Think about it carefully and decide which one you feel is best.*

After that you need to ACT. *Use American Sign Language for this word as you say it. Once you pick a plan, you have to do it! You need to ACT!*

Let’s practice thinking and acting with the same short stories we heard before (page 7). Tell me a plan the person could use.

Read the scenarios on page 7. Help the students pick a plan that would best fit the situation and then have two volunteers act it out.

The 5th and last step is REVIEW. *Use American Sign Language.*

Review means that you think about what you did and decide: was it a good thing to do, or should I have done something differently?

When you pick a plan and try it out, you need to think about what happened. Did it fix the problem? Did it make it worse? Are you happy with the result?

Let’s look at the short stories that we just acted out. Did we make the right choice? *Pick one of the stories and remind them what they chose to do. Help them decide if it was a good choice.*

You may want to choose one of the Reinforcement Activities to do. Go on to Closure.

Remember to be Kind and Caring Kids!

Closure

Prop



Hold up the KC Koala poster. Have class repeat her motto, "Kind and Caring is the way to be!"

Remember, KC Koala wants us to be Kind and Caring, just like she is. If you have a conflict or problem with someone, follow the five steps.

When you review what you have done, think about whether or not you were Kind and Caring to the other person. Were you a good friend to him or to her?

Let's go over the 5 steps to resolving conflicts. Use American Sign Language for each word as you say it. See page 12 for visual clues.

**STOP
IDENTIFY
THINK
ACT
REVIEW**

Solve your problems in a peaceful way and you will be a Kind and Caring Kid!

*Repeat the slogan several times. **Kind and Caring is the Way to Be.***

Use the Safety Kids Songs to reinforce the Safety Kids rules.

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

Be a Kind and Caring Kid!



Reinforcement Activities



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*



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



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



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!)



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



Kind and Caring: Conflict Resolution American Sign Language



S s



I i



D d



T t



A a



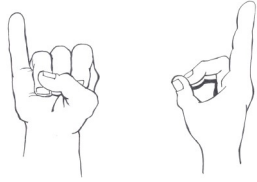
R r

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

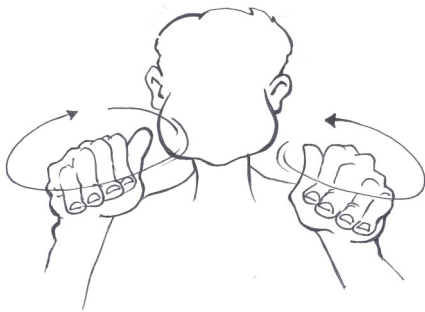
Make the letter "I", followed by the letter "D" to represent ID, or identify.

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.