

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: Self-Esteem and Tolerance lesson be taught before this one.

Materials Needed for Lesson

ALL Lessons

- KC Koala poster
- *Pizza* poster
- KC Koala symbol card (and any other topics you plan to cover)
- Conflict Resolution poster
- Letter to the Parents/Guardian
- Activity Worksheet: Steps (one set for the teacher; cut apart)
- Tape

Lesson A:

- Activity Worksheet: Definitions (one set; copy on blue or other colored paper; cut apart)

Lesson B:

- Activity Worksheet: Angry Feelings

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.
- Evaluate three conflicts and apply a method of resolution to each.

Introduction or Review of 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 Pizza 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 symbol card of KC Koala. See Introduction on page IX for details on how to use the poster.

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!**

What is a conflict? (a problem, a disagreement, a difference of opinion, tension)
Listen to this short story and see if you can figure out the conflict.

Read the following story:

KC Koala worked hard in Math class, but she was anxious for it to be over because free time would begin. She planned to try out the new video game in the classroom. When it was time to get it she ran over and found Alisha already playing with it. KC asked if she could play with it and Alisha made a face and ignored her. KC was so angry! The more she watched Alisha, the angrier she got. What should she do?

KC Koala and Alisha have a problem or conflict. What is the conflict between KC and Alisha? (They both want to use the video game.)

How did KC feel when she realized Alisha wanted to use the video game, too? (Angry)

KC Koala is Kind and Caring. Should she feel angry at Alisha? Get responses. Just because KC felt angry does not mean she is not Kind and Caring. She can not control how she feels. But she *can* control what she does when she feels angry. She can make sure she does not become mean or violent over the issue.

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.

Raise your hand if you have ever had a conflict or problem with someone. Take a look around you. Conflict is part of life. Conflict itself is not bad. What is important is how we handle the conflict.

Let's take a moment and remember the last time you had a conflict with someone. Was it this morning, last night, last week? Pause. Would anyone like to share what the problem was and if the problem was solved? Listen to responses. Remember that it's OK to disagree. We all have different ideas and

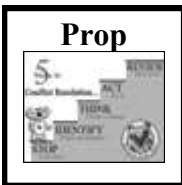
opinions. Also, not all problems can be solved. It is very important that we learn to use the steps to solve a problem.

Copy the worksheet in this lesson and cut apart the 5 steps. Place the words on the board as you name each step.

**Activity
Worksheet:
Steps**

Refer to the poster as you go over the steps again. Demonstrate how to sign each word in American Sign Language (Optional).
The 5 steps to solving a conflict with someone are

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



Prop

Have the students repeat the words and signs several times until they are comfortable with the signs.

Place the blue (or other color) definition note cards on the board in random order. The students will be asked to go to the board and move the definition cards to match the steps as each one is reviewed.

What is the first thing KC should do when she realizes that the conflict with Alisha is making her angry? (She should STOP.)

**Activity
Worksheet:
Definitions**

The first step to solving a problem is to STOP. Calm down and get control of your anger and emotions. Say and sign the first step to solving a problem with me. (STOP) Sign the word.

Which of the blue definition cards on the board states what we can do to calm down? (Count to ten / take deep breaths). *Ask a student to move the definition card next to the STOP word card.*

When you count to ten and take deep breaths it helps get rid of angry feelings and allows you to focus on the problem. The best thing to do first is STOP.

The five steps in solving problems will work best if you are not angry. This is difficult because conflicts or problems often make us angry. Get rid of anger first, and then solve the conflict.

What are some other actions you could take to get yourself to calm down?

Discuss. Encourage them to include answers such as:

- 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.
- Have quiet time.

The second step that KC and Alisha should do is IDENTIFY, or name, the problem. Please say and sign the second step in solving a problem.

(IDENTIFY) *Do this together.*

Which blue definition card best describes IDENTIFY? (What is the real problem?) *Ask a student to move the blue card next to the word IDENTIFY.*

What was the problem between KC and Alisha? (They both wanted to use the video game. It was also a problem for KC that Alisha made a face and ignored her.)

Now that they know what the problem is, they need to THINK. Please say and sign the third step in solving a problem. (THINK) *Do this together.*

Which blue definition card describes what they need to think about? (How can we solve the problem?) *Ask a student to move the blue card next to the THINK word card.*

How can KC and Alisha solve the problem? THINK about a strategy, or a plan, to solve the problem. There are several different strategies that could work. (take turns, play together, use on different days, compromise, flip a coin) *Discuss other possible solutions.*

The fourth step to solve a problem is to ACT. Which blue definition card matches ACT? (Try it.) *Ask a student to move the blue card next to the ACT word card. Please say and sign the fourth step in solving a problem.* (ACT) *Do this together.*

KC and Alisha need to decide together which solution would be best to try.

The fifth step is REVIEW. Which blue definition card matches REVIEW? (Did it work?) *Ask a student to move the blue card next to the word REVIEW. Please say and sign the fifth step in solving a problem.* (REVIEW) *Do this together. If the solution did not work, try another strategy or way. If the solution did work, thank everyone who helped.*

Can someone tell me what might be a good solution to the conflict between KC and Alisha? How would the story end? *Get responses.*

Let's consider the following problems between some students. How can the students solve the problem and resolve the conflicts? *Discuss responses to each situation.*

Kind and Caring: Conflict Resolution

Jackie is the first one on the bus and sits in the back seat. Joey gets on the bus and tells Jackie to move because everyone knows that he always sits there. Jackie feels embarrassed and hurt. What should each one do?

Tyler finds a pencil on the floor and puts it in his pocket. Nicole says the pencil is hers. She gets mad because Tyler won't give it back. What should each one do?

Caroline wants to use the only jump rope at recess, but Samantha wants to use it too. Neither one of them is willing to give in. What should they do?

Review the 5 steps to conflict resolution using the board or poster as a guide.

You may want to choose a Reinforcement Activity to do.

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

Lesson B—Anger Management

Safety Symbol



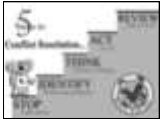
Select a student to remove the symbol card of KC Koala from the Pizza poster pocket. Remind them that KC stands for Kind and Caring. Her motto is “Kind and Caring is the way to be!”

The last time we spoke about conflict resolution you may remember KC Koala and Alisha had a problem or conflict. Does anyone remember what the conflict was over? (They both wanted to use the new video game.)

Let’s review the story:

KC Koala worked hard in Math class, but she was anxious for it to be over because free time would begin. She planned to try out the new video game in the classroom. When it was time to get it she ran over and found Alisha already playing with it. KC asked if she could play with it and Alisha made a face and ignored her. KC was so angry! The more she watched Alisha, the angrier she got. What should she do?

Prop



Last time we discussed the five steps to resolve the conflict. Does anyone remember the five steps? (STOP, IDENTIFY, THINK, ACT, REVIEW).

Activity Worksheet: Steps

Take responses as they are presented. Place the word cards from lesson one on the board in order as each is presented. After the five steps are presented, ask the students to repeat each step verbally and demonstrate in American Sign Language (optional).

Do you have a “trigger” that sets you off and makes you mad? Is there something that happens that usually upsets you? What are some of your triggers? (being called a name, losing a game, being made fun of, etc.)

If you can recognize the different things that can get your emotions upset, then you can start to control how you react to them. *Discuss.*

When there is a conflict, those involved often feel angry. How did KC Koala feel when she realized Alisha wanted to use the video, too? (angry) Yes, we often feel angry when we have a problem with someone. We can not control how we feel. What we *can* control is what we do when we feel angry.

**Activity
Worksheet:
Angry Feelings**

Today we will discuss what we can do to get rid of angry feelings.

Distribute a copy of the worksheet to each student. Have them work on this independently or as a class. Fill in the blank for each strategy and discuss.

Points to consider when reviewing worksheet:

1. Ask students who they can talk to both at home and in school.
2. Ask a student to role play how to count to ten.
3. Demonstrate how to take deep breaths. Breathe in 3 seconds and out 3 seconds. Practice together as a class.
4. Ask students to consider what kind of physical activity would help get rid of their anger.

Let's consider the following scenarios. What could you do to get rid of your angry feelings in these situations?

You and your friend are playing outside. Your friend always picks the game to play. You feel angry. What can you do?

Every time a student walks past your desk he steps on your toe. You are not sure if he means to do it, but it is the third time and you are angry. What can you do?

In gym class you strike out for the third time today. A student calls you a name and says you stink. What can you do?

Review the 5 steps to conflict resolution.

You may want to choose a Reinforcement Activity to do.

Go on to Lesson C and/or the Closure.

Lesson C—Strategies

Safety Symbol



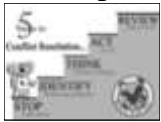
Select a student to remove the symbol card of KC Koala from the Pizza poster pocket. Remind them that KC stands for Kind and Caring. Her motto is “Kind and Caring is the way to be!”

Today we will continue our discussion about conflict resolution. First, we learned the five steps to resolving a conflict. Next, we learned ways to handle anger when there is a conflict.

Let’s review the story:

KC Koala worked hard in Math class, but she was anxious for it to be over because free time would begin. She planned to try out the new video game in the classroom. When it was time to get it she ran over and found Alisha already playing with it. KC asked if she could play with it and Alisha made a face and ignored her. KC was so angry! The more she watched Alisha, the angrier she got. What should she do?

Prop



The last time we discussed the five steps to resolve the conflict. What are they? (STOP, IDENTIFY, THINK, ACT, REVIEW).

Activity Worksheet: Steps

Take responses as they are presented. Place the word cards from lesson A on the board in order as each is presented. After the five steps are presented, ask the students to repeat each step verbally and demonstrate in American Sign Language (optional).

Today, we will discuss strategies to resolve the conflict itself. KC Koala and Alisha both wanted to use the new video. What can they do to solve their problem? (Possible responses: share, cooperate, compromise, apologize, ignore, flip a coin, use on different days, or any reasonable response.) *Write strategies on the board as they are presented. Guide discussion to include those listed on page one.*

Conflicts happen every day. What did you do the last time you had a disagreement with a friend? *List any new responses on board.*

Ask students if they have ever used one of the strategies listed on the board. Did it work? Why or why not?

Let’s consider the following scenarios. First, let’s decide what the conflict is in each situation. Then, how can the conflict can be resolved?

Kind and Caring: Conflict Resolution

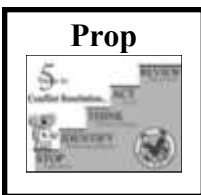
1. You and your friend are playing a board game. You both want to be the color purple. What can you do?
2. You let your friend borrow your favorite video game and now he or she won't give it back. What can you do?
3. You want to listen to one CD but someone else wants to listen to another CD. What can you do?

After you think of a way, or strategy, you need to **ACT** (do it) and then **REVIEW**. If it is not successful, if the problem has not been solved, then you need to **THINK** again and try another strategy. **ACT** again. **REVIEW** again.

Everyone has different ideas and opinions. This often leads to disagreements or conflicts. Conflicts occur everyday. It is very helpful to learn ways to handle conflict – Be a Kind and Caring Safety Kid!

Closure

Ask students to repeat the 5 steps to conflict resolution out loud and use American Sign Language. (STOP, IDENTIFY, THINK, ACT, REVIEW).



Conflict often makes us angry. It is important to learn ways to deal with angry feelings because our actions can get us into trouble and lead to unsafe situations – Be a Kind and Caring Safety Kid!

Ask students to name things that they can do when they are angry. (Count to ten, take deep breaths, walk away, do a physical activity, talk to someone)

There are several ways to solve a conflict: take turns, share, cooperate, ignore, flip-a-coin – Be a Kind and Caring Safety Kid!

Throughout the lessons refer to the poster as much as possible. The poster will serve as a visual reminder of the steps when it is displayed in your classroom.

As a review, stress these points:

- ✓ Conflict is a problem between two or more people.
- ✓ Conflict itself is not bad. How you handle the situation is the important part. If you choose to handle it by fighting, then you are making the situation worse. Choosing to be a Kind and Caring kid is a better solution.
- ✓ There are several ways to resolve conflict: take turns, share, avoid the conflict, and cooperate. *See page one for additional strategies.*

Activity Worksheet: Cooperation
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Use this worksheet to reinforce Cooperation as a strategy.

☆ **How does resolving a conflict relate to being safe?** *This can be an involved discussion. Be sure to stress that non-violent approaches to solutions are the best!*

It is also important to make sure that you are not the person who is causing the conflict! How can causing a conflict affect your safety? *Discuss.*

All of you did a great job today being Kind and Caring. I hope that you can do this every day. Remember: Kind and Caring is the way to be!

As a review, hold up the KC Koala symbol card and discuss its importance. Put it back in the Pizza poster pocket. Do the same for any other symbols you have reviewed or discussed.

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

Be a Kind and Caring Kid!



Kind and Caring: Conflict Resolution American Sign Language



S s



I i



D d



T t



A a



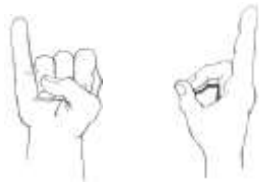
R r

STOP



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

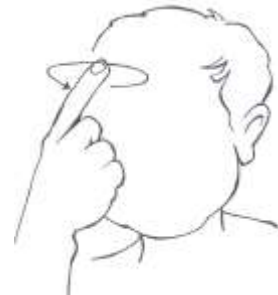
IDENTIFY



I i D d

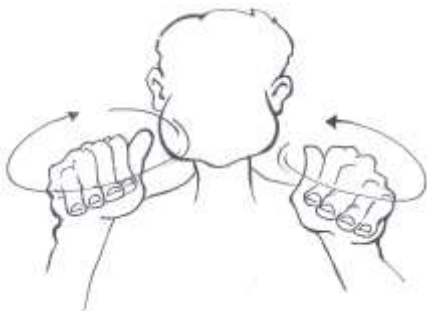
Make the letter "I", followed by the letter "D" to represent ID, or identify.

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: Steps**

Think

Identify

Stop



**Kind and Caring: Conflict Resolution
Activity Worksheet: Steps**

Review

Act



**Kind and Caring: Conflict Resolution
Activity Worksheet: Definitions**

Print these definition cards on colored paper:

**Count to ten.
Take deep breaths.
Walk away.**

**Why are we fighting
or being mad?**

**How can we solve
the problem?**



Kind and Caring: Conflict Resolution Activity Worksheet: Definitions

Print these definition cards on colored paper:

Try it.

Did it work?



Kind and Caring: Conflict Resolution Activity Worksheet: Angry Feelings

Fill letters in the boxes to complete a word that finishes the sentence. One letter in each word is already printed for you.

I can get rid of **ANGRY** feelings!

			A			TO SOMEONE YOU TRUST.			
			N		TO TEN.				
			G	A SONG.					
	TAKE DEEP		R						
DO A			Y						ACTIVITY

I can be a Safety Kid!



Kind and Caring: Conflict Resolution Activity Worksheet: Angry Feelings Answers

Fill letters in the boxes to complete a word that finishes the sentence. One letter in each word is already printed for you.

I can get rid of **ANGRY** feelings!

			A						
		T		L	K	TO SOMEONE YOU TRUST.			
C	O	U	N	T	TO TEN.				
S	I	N	G	A SONG.					
TAKE DEEP		B	R	E	A	T	H	S	
DO A	P	H	Y	S	I	C	A	L	ACTIVITY

I can be a Safety Kid!



Kind and Caring: Conflict Resolution Activity Worksheet: Cooperation



Practice cooperation by working in pairs or small groups. How many words can you make from the letters in the words Conflict Resolution and Cooperation? You may mix the words together, but each letter may be used only as many times as it appears in those key words.

You receive double points if the word you have written actually has something to do with resolving conflict, cooperating, or safety. (for example: *peace*)



conflict resolution

cooperation



Reinforcement Activities



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



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



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.



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



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



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.

Remember food allergies!

Materials: assorted snack foods



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



Kind and Caring: Conflict Resolution Activity Worksheet: Word Search

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



Word List

anger
caring
conflict
cooperate
friends

kind
mad
play
problem
school

share
situation
solve
take turns