

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 / Tolerance lesson be taught before this one.

Materials Needed for Lessons

ALL Lessons:

- KC Koala poster
- Conflict Resolution poster
- “I” Message sign
- Letter to the Parent/Guardian

Lesson B:

- Activity Worksheet: Anger Management

Lesson C:

- Activity Worksheet: “I” Messages
- Activity Worksheet: Active Listening

Lesson D:

- Activity Worksheet: Situations
- Activity Worksheet: Create-a-Conflict
- Activity Worksheet: Word Search

Objectives for Students

- Define the word *conflict*.
- Recognize that conflict itself is not bad; the way you handle it is important.
- Explain the 5 steps to conflict resolution.
- Name four ways to control anger.
- Demonstrate a variety of strategies used to resolve conflict.
- Practice “I” Messages and Active Listening.
- Analyze situations and resolutions to conflict.

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

☆ *You may teach this in 1,2,3,or 4 lessons.*

Lesson A—Introduction



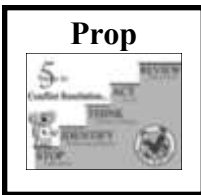
Refer to the KC Koala poster and review the concept. (KC stands for Kind and Caring. A Kind and Caring kid tries to be tolerant of others, respect their differences, and be a kind person.)

KC's slogan is "Kind and Caring is the way to be!" Even if we try to be Kind and Caring, we can still get involved in conflicts.

There are different ways to handle conflicts. Some ways will resolve the conflict, or solve the problem, but others may only make the conflict worse.

What is a conflict? (It is a difference of opinion, tension, friction, disagreement, a problem. Conflict can be as small as an argument or as big as war. It occurs whenever people are living, working, or playing together.)

There are five good steps to follow to help resolve a conflict or solve a prob-



lem. Refer to the Conflict Resolution poster and demonstrate the American Sign Language for each word. See page 15 for visual clues. Students should practice signing each word.

The steps are:

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

The first step is to STOP and calm down. Get control over your anger. What are some things you can do to stop and calm down? (Count to ten, take deep breaths, think of something pleasant, leave the area, physical activity such as running or exercise, etc.)

After you STOP and calm down, you need to IDENTIFY the real problem. Think about this situation:

You stayed up late and did not get up on time the next morning. You did not have time for breakfast and you ran to the bus and missed it. You got a ride to school late, but then remembered you forgot your homework. You were in a bad mood and your friend said it looked like you had a "bad hair day." This made you really mad and you were ready to explode and start fighting.

What is the real problem? Is it that your friend made a comment about your hair? Is there really a reason to get mad and want to fight? Discuss.

What is the real problem? (You stayed up late and it ruined the whole next morning.)

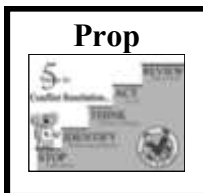
Refer to the poster for step 3: THINK.

Now that you have calmed down and identified the problem, the next step is to THINK about what to do. What kind of strategy, or action, should you take?

Consider this situation:

You hurry home to play your favorite game on the computer, but your brother is already using the computer. You have been anxious to get started and now you have to wait. He tells you to “get lost” and doesn’t care about your feelings. It makes you mad and you are ready to pull him off the chair and take over.

What are some ways, or strategies, that you and your brother could resolve the problem? (Answers may vary. Include: apologize, compromise, share, take turns, cooperate, flip a coin (chance), mediation.) *Discuss these strategies.*



Refer to the poster for step 4: ACT.

Once you have decided which strategy to use, do it! Use that strategy. ACT.

How would you act in this situation:

Your sister took your favorite video game without asking you. And then she lost it. When you start asking everyone where it is you find out what happened and you are so mad! You try to calm down and think of what to do. How could you act in a responsible way?

Discuss. Include as many strategies as possible.

Suppose you and a friend plan to play basketball. When you get to the courts there are some other kids there who always give you a hard time. You really don’t want to get into a conflict, but you do want to play basketball. What should you do? (Answers may vary. They should include one of the following: take turns, share, avoid the conflict, cooperate, compromise.)

Refer to the poster for step 5: REVIEW

That leads right into the last step: REVIEW.

What does it mean to Review? (Analyze the situation. Did the strategy work? Is the problem solved?)

If the conflict is not resolved, then you need to try another strategy. Make sure it is a non-violent method!

Conflict is not always bad. It can actually be a good thing if it is handled in the right way. How could a conflict turn out to be good? *Discuss.* (example: Two of you are working on a school project and you disagree on how to do it. You compromise and then come up with a way that is much better than either of the individual ways.)

Review the 5 steps to Conflict Resolution.

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

Lesson B—Anger Management

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We have been talking about ways to resolve conflict without resorting to violence. *Review the steps and sign each one in American Sign Language. See page 15 for visual clues.*

Step 2 of our 5 steps to Conflict Resolution is to STOP and calm down. Get control of our emotions.

What are some emotions that we might experience throughout a day?
(happiness, sadness, anxiety, fear, anger, etc.)

We have lots of emotions, and anger is a natural feeling. Sometimes we may feel anger very easily, and maybe we even feel it too often. This is not healthy in your relationship with others.

It is common to feel anger in the midst of a conflict. We feel it everyday often right before or during a conflict. If we react without thinking, the situation can become worse. When you feel angry, you always have a choice. You can deal with your anger in a responsible way or an irresponsible way.

What are some examples of irresponsible ways that we should NOT use?
(fist fight, swearing, violence, etc.)

Activity

Divide students into pairs to work on this activity. You may assign partners, count off by 2, let them pick their own, etc. Students are to come up with 4 actions that are responsible and 2 that are irresponsible. You will have to give them parameters on this so that they are not obscene or carried away.

Discuss their answers and write only the responsible actions on the board.

Write the following words on the board.

Trigger → Physical Response → You do something to deal with anger

The first part of making responsible decisions when you are angry is learning to identify your triggers. A trigger is something that makes you angry. What is something that acts as a trigger for you? (being called a name, losing a game, etc.)

The physical response is your body's reaction to the anger. What is an example of a physical response? (sweaty palms, clenched teeth, headache, stomach-ache).

After the trigger and the physical response, you should make a responsible choice to deal with the anger. You need to STOP and calm down. What is one way to responsibly act and calm down? (talk about it, count to ten, deep breaths,

Think about this:

You and Bethany plan to play a game together after school. But before you get started, Erin asks Bethany to leave and go to her house to do something there. You are not invited. You are hurt and start to get really angry. Now Bethany gets mad back.

What are some responsible ways to resolve this conflict? (Answers will vary. Include: cooperate, apologize, compromise, peer mediation, leave the area.)

Discuss.

<p>Activity Worksheet B: Anger Management</p>
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Pass out the Activity Worksheet: Anger Management and let the students work on this individually.

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

Lesson C—Strategies

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Review the 5 steps for Conflict Resolution by using the poster. Demonstrate and have students use American Sign Language for each word. See page 15 for visual clues.

Step 3 is THINK! Think about different ways to solve the problem. These ways are called strategies.

We have talked about some very basic ways that you learned early in life—when you were just a toddler.

Those are fairly basic. Today we are going to learn about a few other techniques that can be very helpful in resolving conflict.

What is a good strategy to use if two of you want to watch different shows on television at the same time? (share, take turns, compromise, flip a coin) *Discuss.*

Pretend that we are friends and that we are having an argument. I might say, “You are such a big mouth. You can never keep a secret! I’m never telling you anything again!”

How does it feel to have someone say that to you? (hurt, mad, upset, etc.)

It might even cause you to say or do something back that is not kind either. Let’s look at a better way to handle it.

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...I feel...

...when you...

...I would like...

Show the “I” Message sign on page 18 or write this on the board:
I feel... when you ... I would like...

This sentence gives us an idea of a better way to talk to your friend. It explains your feelings instead of just saying hurtful things. It is called an “I” Message.

I might say this instead, “I feel hurt when you tell someone a secret that I shared with you. I would like to be able to tell you things and have you keep it a secret.”

Do you feel as angry or upset now? I was telling you how I feel instead of accusing you and calling you names. Ask a volunteer to express his or her reaction to the difference.

By not accusing or pointing a finger, you may look at the situation in a completely different perspective. You won’t feel as if you are being attacked.

Let’s try another example. “You are such a cheater! You moved that piece when I wasn’t looking. You always do that!”

How do you feel if someone calls you a cheater and starts yelling at you?

(angry, mad, hurt feelings, etc.)

Can you use the sentence structure on the poster and share the same feelings in a better way? (There can be many appropriate responses: “I feel angry when you don’t play fair. I would like you to play with me without moving pieces around when I’m not looking.”)

When you use this type of sentence you can get people to change their behavior without putting them down.

You don’t always have to use the structure exactly as I have it on this sign. You can change the order. (“When you put me down in front of other people I feel humiliated. I would rather you wait until we are home before you say those things to me.”)

You can also use the “I” Message in a positive way. Which of these would you rather hear:

✓ **“I am really happy that you cleaned your room. It makes me feel that you are taking care of your things.”**

Or:

✓ **You are such a slob and your room is always a mess. A pig is neater than you are!”**

**Activity
Worksheet C:
“I” Messages**

Use Activity Worksheet C to reinforce the “I” Message concept with the students.

Think about when you are talking to a friend or to your mom or dad. How do you know they are really listening to you? (eye contact, they respond, they are facing you, they ask questions, they nod their head)

How do you feel when you try to tell people something that is important to you and they don’t listen? *Get several responses.*

Maybe they are busy doing their own thing and they ignore you, maybe they interrupt you in the middle of a sentence and try to finish the sentence for you, or maybe they just misunderstand what you are trying to say. It can be frustrating and it may lead to more conflict.

One way to avoid conflict in the first place is to be a good listener. Listening to others is also a good way to resolve a conflict.

To be a good listener means that you have to be an *active listener*. Let the other person know that you are paying attention and that what they are saying is important to you.

One way to be an active listener is to paraphrase. (To paraphrase means to keep the main idea of the thought, but put it into your own words.)

Example:

My friend comes up to me and says, “I’m so mad! When I was walking to my locker, Kristen stuck out her foot and tripped me. I know she did it on purpose. I was so embarrassed. Everyone was laughing at me!”

Because this is important to my friend and I want to be a good friend, I try to be an *active listener* and I paraphrase (or say back to her), “You are mad because Kristen tripped you in the hall and embarrassed you in front of other people.”

Does that about summarize what she said to me? (Yes, and it lets her know that I listened and cared about what she was saying.) **This makes people know that their feelings are important. This is a positive way to communicate and it can be effective.**

How can being an active listener and paraphrasing be a good step in resolving conflicts? (By paying attention the other person feels important, and it helps make sure there are no misunderstandings.)

How does resolving a conflict relate to your safety? *Discuss thoroughly.*

**Activity
Worksheet C:
Active Listening
1**

Hand out Activity Worksheet C: Active Listening. Students can work alone or in pairs to paraphrase each sentence. Go over together as a class and discuss any questions.

Go on to Lesson D and/or Closure.

Lesson D—Reinforcement

Prop



Use the Conflict Resolution poster to review the 5 steps. Demonstrate and have students use American Sign Language for each word. (optional).

Review:

- ✓ What is a conflict?
- ✓ How can conflict be good?
- ✓ What are strategies to solve problems or resolve conflict? (take turns, share, avoid the conflict, cooperate, use “I” messages, be an active listener, paraphrase)
- ✓ What is the relationship between resolving a conflict and being safe?

Activity Worksheet D: Situations # 4

Group the students in pairs or small groups. Each group is given a card from the worksheet and discusses possible ways to handle the conflict. The solutions to the problems may be read or acted out to the rest of the class. Discuss their responses. Remind the students that there are several different ways to handle a conflict.

Activity Worksheet D: Create-a- Conflict # 4

Group the students in pairs or small groups. Each group is to create two conflicts that they may actually encounter. At a designated time, groups trade papers and try to resolve the conflicts. The solutions to the problems may be read or acted out to the rest of the class.

Activity Worksheet D: Word Search # 4

Use this worksheet for a fun reinforcement.

Go on to the Closure.

Closure

Throughout your life you should remember to be Kind and Caring. Treat others the way you would like them to treat you.

Part of being Kind and Caring is knowing how to handle conflicts. You now know several ways to handle different situations.

- ✓ take turns
- ✓ share
- ✓ avoid the problem
- ✓ cooperate
- ✓ compromise
- ✓ express and explain
- ✓ leave the area
- ✓ use “I” messages
- ✓ paraphrase and active listening

It is important to remember that conflict is not always something bad. It can be a good way for two or more people to start to communicate better.

Discuss the relationship between their actions and words and their safety.

Not only is it essential to know how to handle a conflict, it is also very important to know how to avoid causing a conflict.

Discuss how causing a conflict can affect their safety. Get some examples from the students of situations of conflict that may happen to them.

Throughout your life you will need to live, work, play, and be around other people. You will be much better off if you and others are Kind and Caring .

Stress:

- ✓ *It is important not to cause conflict*
- ✓ *Learning how to get along with others will help protect you in many ways.*

Be Kind and Caring! Be a Safety Kid!



Kind and Caring: Conflict Resolution American Sign Language



S s



I i



D d



T t



A a



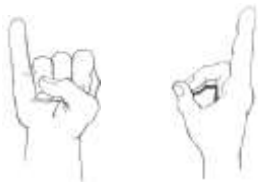
R r

STOP



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

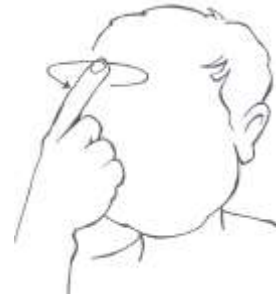
IDENTIFY



I i D d

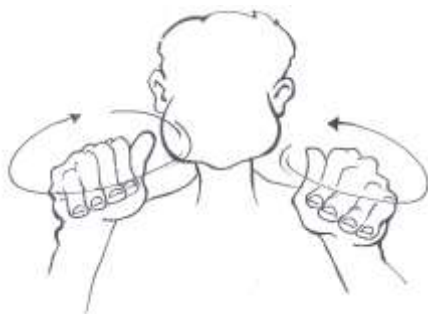
Make the letter "I", followed by the letter "D" to represent ID, or identify.

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 B: Anger Management

Write down 5 responsible things to do in order to STOP, calm down, and manage your anger.

1. _____
2. _____
3. _____
4. _____
5. _____

1. A trigger is something that makes you really angry. What are your anger triggers?

2. A physical response is something that happens to your body when you are angry. What are some of your anger signals?

3. You must do something to deal with your anger. What is your usual reaction to anger?

4. Is your reaction to anger responsible or irresponsible?



Kind and Caring: Conflict Resolution
Activity Worksheet B: "I" Messages

"I" Messages

I feel ...

...when you...

... I would

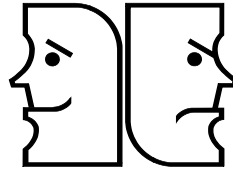
like...



Kind and Caring: Conflict Resolution

Activity Worksheet C: "I" Messages

YOU SAID...



I HEARD...

Below are some statements that are accusing and that do not aid communication. Your job is to change these sentences into **"I feel... when you... I would like..."** statements. This will create a better atmosphere for resolving a conflict! Write your "I" messages on the lines.

Example: "You always get to watch your TV show. You are so selfish. All you care about is yourself!"

Change to: "**I feel** upset **when we** always watch your show and I don't get to watch mine. **I would like** to find a way to take turns."

1. "You told the class that I cheated on the last test just because I got a better grade than you. You are such liar!"

2. "What a cheater! You tripped me on purpose so I couldn't get to the ball first."

3. "I know you took my CD player without asking and now it's broken. You'd better buy me a new one!"

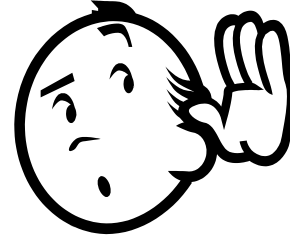
4. "You are so bossy! You always tell me what to do. You aren't in charge of me!"



Kind and Caring: Conflict Resolution

Activity Worksheet C: Active Listening

Listen !



It is good to be an active listener all the time, but it is especially important and helpful when there is a conflict with someone.

In a conflict, it is a good idea to paraphrase what you hear. That means to *rephrase what you heard*. This lets the other person know that you are listening, that his or her feelings are important, and that you understand what he or she is saying.

Example

Person 1 (Original statement): “ I can’t concentrate on my homework when you have the stereo blasting! You’re driving me crazy!

Person 2 (Paraphrase): My music is bothering you and you can’t get your homework done when I have it playing so loudly.

Paraphrase the following statements. This may be done individually, with a partner, or as a class.

1. I can’t believe it! I told Sarah that I wanted that book and she went to the library first and got it. That’s so unfair!
2. I’m so mad! I think Mr. Walker graded my test unfairly. I know I should have gotten a better grade. I really studied hard!
3. My dog has to go in for surgery tomorrow for his leg. I’m really scared. I hope he’s OK.
4. I’m so upset. You said that you would pick me to be on your team and you didn’t. I was really embarrassed.
5. I don’t know what to do. I’m supposed to baby-sit Friday night, but Mary just asked me to come to her party. I really want to go to the party.
6. My mom won’t let me play in the basketball tournament just because I got a C on my Science test. She’s so mean!



Kind and Caring: Conflict Resolution

Activity Worksheet D: Situations

Situation Cards

You and a friend are going to the fair with your families. Your parents will let you go off on your own IF you stay together. Your friend takes off and only cares about seeing what she wants to see. She never asks what you would like to do. You get tired of just following her around.

What should you do?

You and your brother are going shopping. You have a lot more money to spend because you have been working and saving your money. He keeps asking you to loan him some money, but that means you will have less to spend.

What can you do?

Your friend borrowed your favorite CD and then accidentally broke it. He says he does not have the money to buy you a new one or to pay you for the broken one. You are really upset.

What are some ways to deal with this situation?

You are on the newspaper staff at school. Another student and you are trying to get the same assignment (to interview the principal). You both think you would do a better job than the other person and you can't decide how to handle the conflict.

What should you do?

You bought tickets for a group of friends and you to go to a concert. Everyone has paid you back for the ticket except for one person. He still owes you the money and says he will give it to you later. At the concert he buys expensive souvenirs and lots to eat.

How should you handle this situation?

You and your sister are going to make breakfast in bed for your mom on her birthday. You both fight in the kitchen over who gets to cook, who gets to carry the tray, and who will get the most credit.

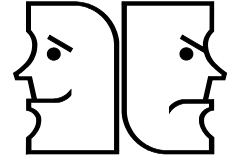
How should you handle this situation?



Kind and Caring: Conflict Resolution

Activity Worksheet D: Create-a-Conflict

Students work in pairs or small groups. They are to create two conflicts and write them below. After a set period of time, groups trade papers and discuss possible resolutions to the conflicts. They may write as many different methods as they choose. Read aloud and discuss or act them out..



Conflict # 1

Resolution(s)



Conflict # 2

Resolution(s)



Kind and Caring: Conflict Resolution

Activity Worksheet D: Word Search

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



Word List

anger
caring
conflict
cooperate
feelings
friends
I messages

kind
mad
paraphrase
play
problem
resolve
school

share
situation
solve
take turns
violence



Kind and Caring: Conflict Resolution

Activity Worksheet D: Word Search Answers

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



Word List

anger
caring
conflict
cooperate
feelings
friends
I messages
kind

mad
paraphrase
play
problem
resolve
school
share
situation

solve
take turns
violence



Reinforcement Activities Conflict Resolution



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: newspapers, magazines, glue, poster board, 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



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



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



Resolution Review

Students 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. Some strategies are: share, take turns, cooperate, avoid the conflict, use “I” Messages, active listening or paraphrase.

Materials: large rubber ball, open space