

Conflict Resolution

More Practice With I STOP'D and Builders and Breakers



3 Cs

- I care about myself.
-  I care about you.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.

Preparation

Materials

- Please choose a book from your media center from the list on page 111. Many teachers use –
- Jones, Rebecca C. and Beth Peck. *Matthew and Tilly*. New York: Puffin Unicorn, 1995.
- poster “Caring Powers” (see page 112)
- various “Caring Powers” posters and desk strips in lesson 3, “Builders and Breakers
- chart paper
- magazine pictures of conflicts
- optional material: carpet sample for “Pow-Wow Rug”

Music

- “Chill” from the CD *Something Good* (see page 143)

Vocabulary

- | | |
|---------------|-------------|
| conflict | escalate |
| caring powers | de-escalate |

Lesson at a Glance

Introduction

1. Define Conflict

Strategies

2. Identify Conflicts
3. Things That Send Us Up the Conflict Escalator
4. Caring Powers

Conclusion

5. Reinforce I STOP'D

Core Curriculum Objectives and Standards

Objectives

- Resolve differences with others by using the conflict resolution model.

Standards

- 7030-0302** Model behaviors that foster healthy interpersonal relationships.

Teacher Notes

This lesson is a close companion to lesson 3, “Builders and Breakers.”

Introduction

1. Define conflict.

Ideas for this lesson are used by permission from Yarrow, Peter, Mark Weiss, Laura Parker Roerden, and Linda Lantieri. *Don't Laugh at Me: Creating a Ridicule-free Classroom: Teacher's Guide, Grades 6-8*. New York: Operation Respect, 2000. For more information, please visit operationrespect.org

- What does the word “conflict” mean?
- What is a conflict?

Explore student responses and explain that

- Conflict is a disagreement between people.
- What are some examples of a conflict?
- What conflicts do you have in your day at school?
- What do you think of when you hear the word conflict?
Emphasize that conflict is an opportunity for two people to grow together.
- What kinds of conflicts do grown-ups have?

Strategies

Ask

Show students several magazine pictures of people in conflict.

- What is happening in this picture?
- What do you think the problem is about?
- How do the people feel?
- Where are they in the I STOP'D process?
- How will this conflict be resolved?

Read

Read *Matthew and Tilly* or another similar book from your media center.

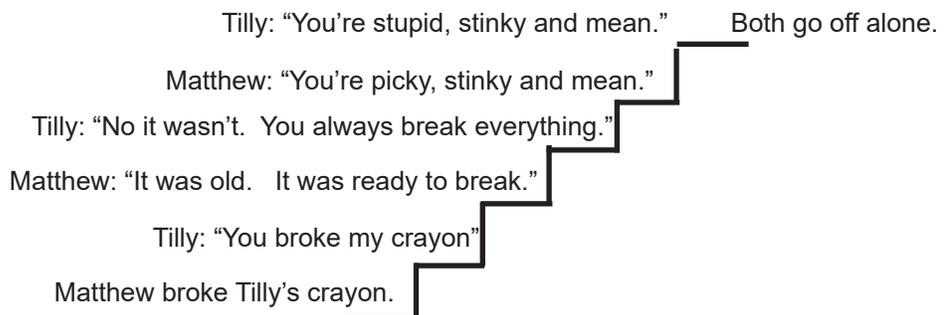
Introduce this book by explaining that it is a book about two friends who sometimes have conflicts when they play together.

Ask

- What is happening in this book?
- What do you think the problem is about?
- How do the people feel?
- How did this conflict get resolved?
- What would happen if Matthew and Tilly used the I STOP'D process?

Draw

- Draw an escalator on the board and explain that when a conflict gets worse, it escalates.
- If a conflict is resolved it de-escalates.
- Using the escalator drawing, identify the initial conflict in *Matthew and Tilly*. (Matthew broke Tilly's crayon.)



3. Things That Send Us Up the Conflict Escalator

Ask

What did Matthew and Tilly say to each other that made their conflict get worse?

Write each incident that made the conflict escalate on the steps going up.



Discussion

- What would you say to Matthew and Tilly to help them come down the escalator.
- What are some conflicts you have had with friends and what happened?
- What behaviors contributed to the conflict escalator or your conflict?
- When you are in a conflict, what are the things that make you go up the conflict escalator?
- What kinds of things send us up the conflict escalator?
name calling, blaming, shouting, hitting, shoving, spitting, etc.

Ask

4. Caring Powers

- What are some caring ways we can to solve conflicts without hurting someone else?
Display the “Caring Powers” poster or other graphics from lesson 3.
- How can we use these ideas in resolving conflict?
Role-play a situation and use a solution from the “Caring Powers” poster.

Conclusion

5. Reinforce I STOP'D

- Review the I STOP'D decision making model (see lesson 4).
- Sing “Chill” together as a class and practice the “Chill Drill.”

Optional Activity

Pow-Wow Rug

Set up a carpet sample in your classroom and ask students to sit at either end while they are using this model. The teacher may want to sit in the middle to help with the process the first few times. Label the “Pow-Wow Rug” and post clearly the I STOP'D rules. “Pow-Wow Rug” may be used independently by students to solve conflicts.



Optional Books

Jones, Rebecca C., and Beth Peck. *Matthew and Tilly*. New York: Puffin Unicorn, 1995.

Lionni, Leo. *Swimmy*. New York: Knopf, 2008.

Lionni, Leo. *It's Mine!* New York: Knopf, 1986.

Seuss. *The Sneetches and Other Stories*. New York: Random House, 1989.

Seuss. *The Butter Battle Book*. New York: Random House, 1984.

Udry, Janice May., and Maurice Sendak. *Let's Be Enemies*. New York, NY: HarperCollins Publishers, 1989.

Zolotow, Charlotte, and Ben Shecter. *The Hating Book*. New York, NY: Harper & Row, 1989.

Zolotow, Charlotte, and Arnold Lobel. *The Quarreling Book*. Topeka, KS: Econo-Clad Books, 1999.

For other book ideas, please see lesson 3, Builder Breaker, page 38.



Caring Powers

Make a Peace Offering: One person gives a little gift or something that shows he or she wants to solve the conflict.

Say “I’m Sorry”: “Sorry” can mean different things. One reason to say, “I’m sorry” is when you are wrong. It can also be a way of saying, “I feel bad we’re having this conflict.”

Talk It Out: Many conflicts can be solved by just sitting down and talking to each other about the conflict.

Listen to Each Other: People in the conflict need to be willing to listen to each other. Good listening helps each person understand what the other person is thinking and feeling.

Work Together: Sometimes a conflict can be solved by agreeing to work together on a project or idea.

Compromise: If both people give in a little, they compromise.

Share: If people are having a conflict about who gets to use something, there may be a way to use the object at the same time.

Take Turns: One way to share is to decide that one person uses something first and then the other person has a turn.

Put It Off: Sometimes people are too angry to talk it out or to solve the problem. They may need to take a break and work on it later.

Build Trust: Sometimes one person doesn’t believe what the other says. People need to trust each other.

Solve the Problem: Conflicts are problems. If the people solve the problem, then the conflict will be solved.

Skip It: Some conflicts aren’t worth bothering with; just forget about it.

Get Help: Sometimes you can’t come to a solution by yourselves and you need to ask a grown-up or another child to help you.