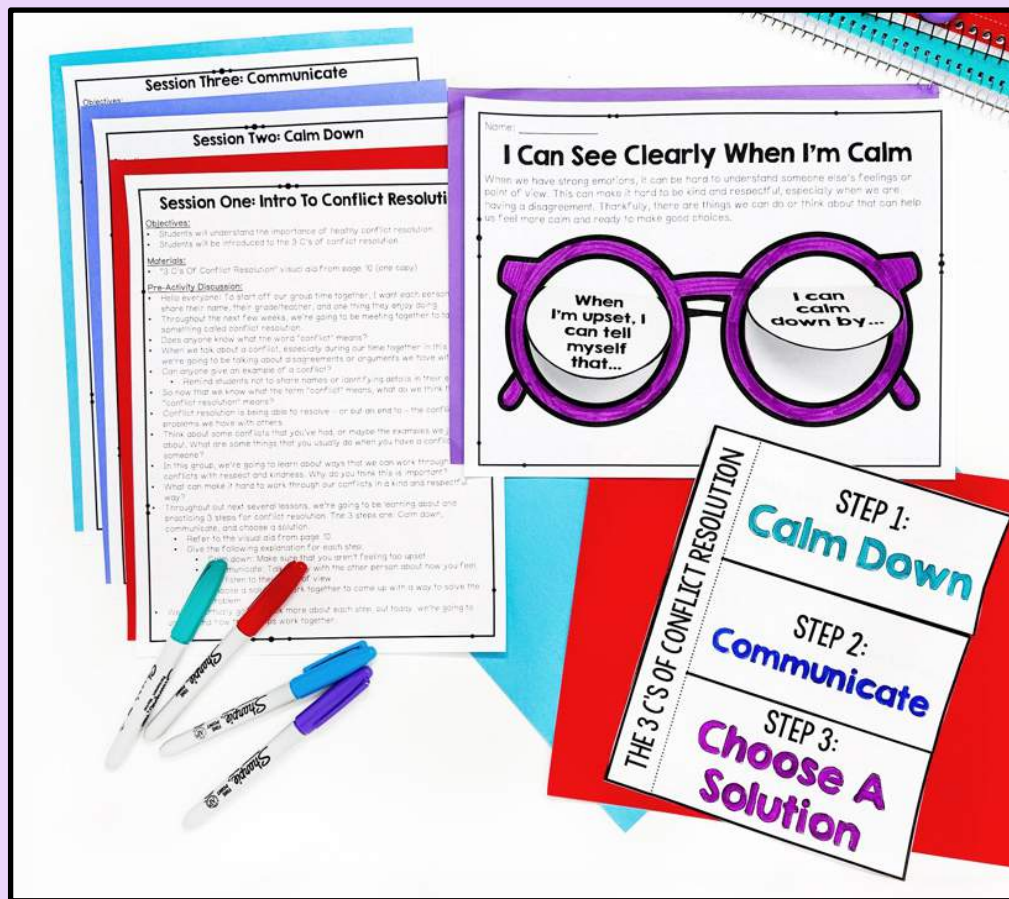


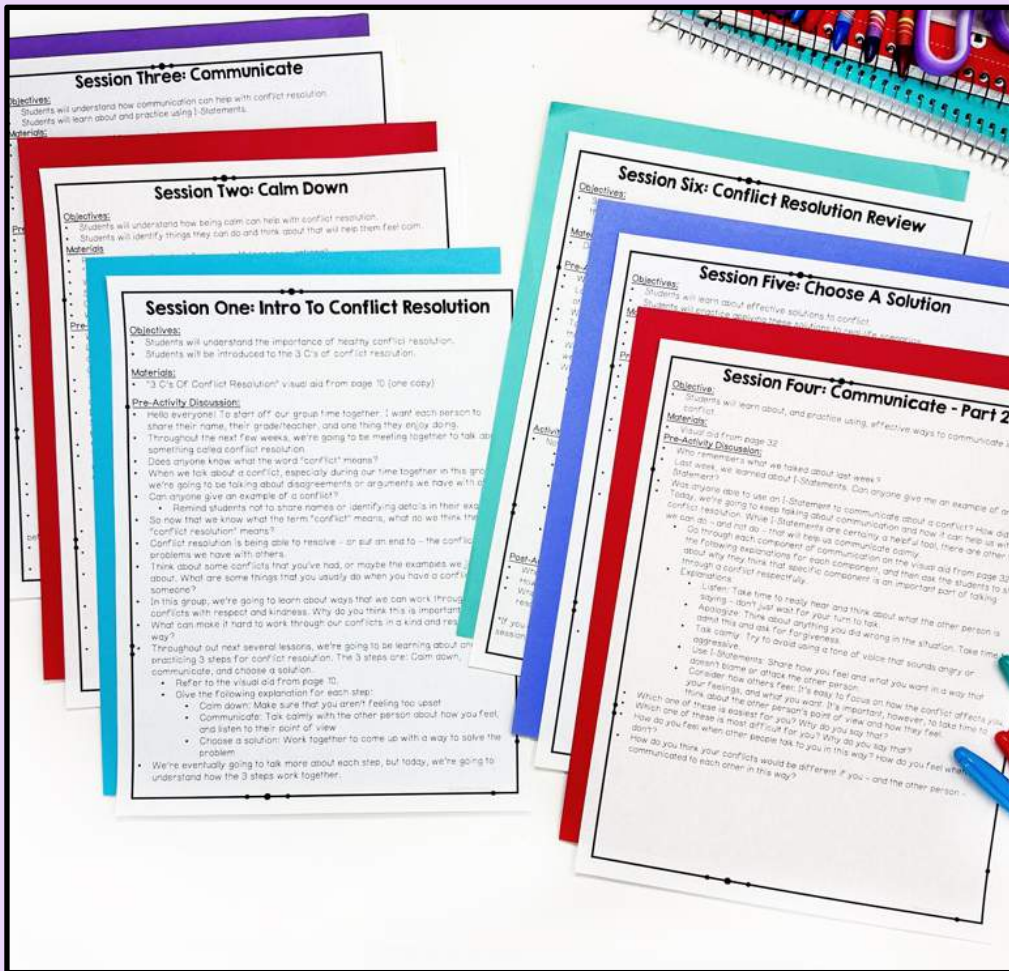
Use this small group plan to give your students the tools they need to solve conflict respectfully.



WHAT'S INCLUDED:

- 6 No-Prep Lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS



Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

Lesson 1: Intro To Conflict Resolution

THE OBJECTIVES:

- Students will understand the importance of healthy conflict resolution.
- Students will be introduced to the 3 C's of conflict resolution.

THE ACTIVITY:

- The instructor will read through scenarios that are missing one of the conflict resolution steps. Students will decide which step is missing. They will show their answer by moving to a specific corner of the room, or holding up the number of fingers that matches the missing step.

Session One: Intro To Conflict Resolution

Objectives:

- Students will understand the importance of healthy conflict resolution.

Materials:

- "3 C's"

Pre-Activity:

Activity: Which Step?

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our first resolution. The goal of our resolution is, and a respectful way communicate, an lessons. For our activity resolution step w the conflict resol To help your child steps with you. It practicing more. Don't hesitate to

The 3 C's Of CONFLICT RESOLUTION

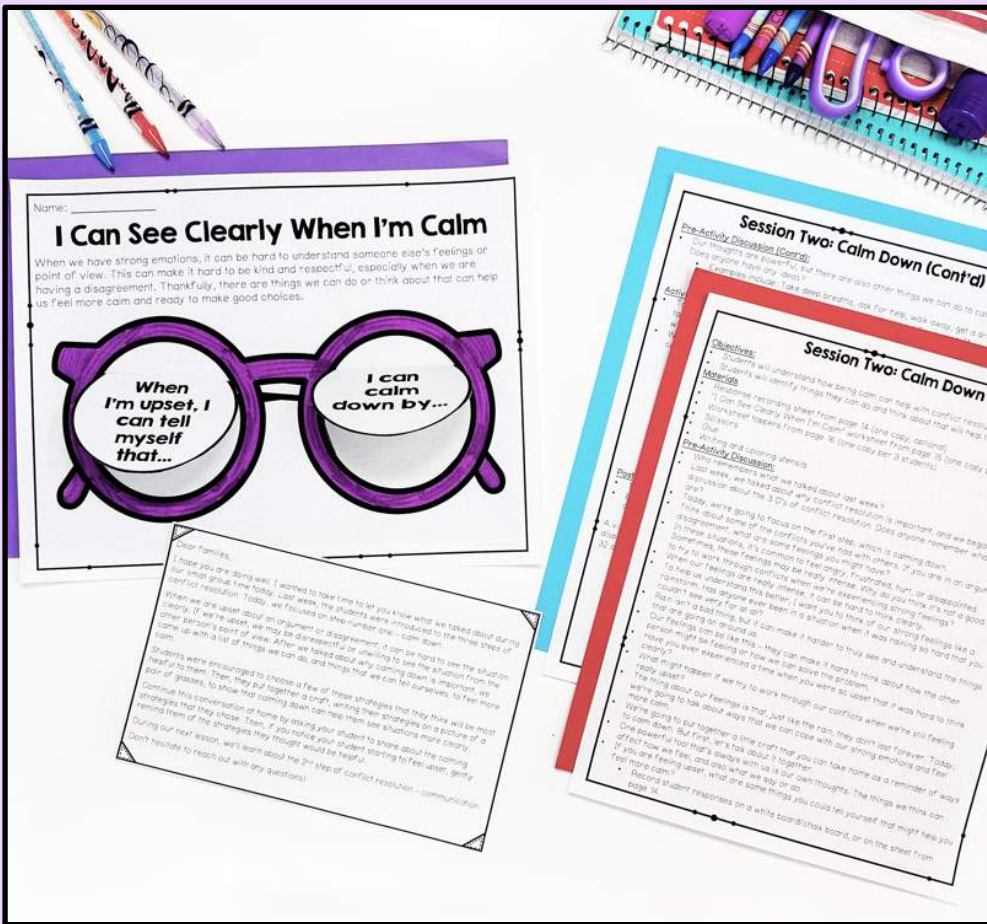
1. CALM DOWN
2. COMMUNICATE
3. CHOOSE A SOLUTION

Post-Activity Discussion:

- When you think of easiest for you?
- What questions do you have today?

If you are using the session.

Lesson 2: Calm Down



THE OBJECTIVES:

- Students will understand how being calm can help with conflict resolution.
- Students will identify things they can do and think about that will help them feel calm.

THE ACTIVITY:

- Students will complete a craft to show things they can do and think about to feel more calm.

Lesson 3: Communicate

THE OBJECTIVES:

- Students will understand how communication can help with conflict resolution.
- Students will learn about, and practice using I-statements.

THE ACTIVITY:

- Students will look at different scenarios and come up with an I-statement for that situation. They will create paper chains to show the parts of an I-statement.

Session Three: Communicate

Objectives:

- Students will understand how communication can help with conflict resolution.
- Students will learn about and practice using I-statements.

Materials:

- Visual aid from page 21 (see copy)
- Paper chain strips (27 is optional)
- Tape
- Scissors
- Writing utensils
- Bookmarks for marking during group time

Pre-Activity Discussion:

- Who remembers what happened at the birthday party?
- What were some of the problems?
- Was anyone at the party who was not invited?
- Today, we're going to learn about communicating.
- Does anyone know what an I-statement is?
- It means to share our feelings and read our minds sometimes people don't realize it.
- Has anyone ever used an I-statement?
- Maybe one person can share an example.
- This is part of our lesson today. We want to be sure that both people are heard.
- Another reason we use I-statements is to be aware of a person's feelings.
- Communicating helps us think clearly.
- For example, if someone says "I'm mad" first, you are not sure about it, you find out. Think the situation would let you know.
- Can anyone else share an example?
- Sometimes, it's a problem. Has anyone ever had a problem?
- Today, we're going to learn about a kind and respectful way to communicate.
- An I-Statement is a way to share our feelings.
- Use the visual aid to help you.
- Why do you think it's important to use I-statements?

You were invited to a friend's birthday party, but then they got mad and un-invited you.

When I have a conflict...

- When I feel frustrated or upset with someone...
- When I disagree with someone...
- When someone wants me to do something I don't want to do...
- When I feel disrespected...

I can use an I-statement!

I Feel _____
When _____
I Want _____

Lesson 4: Communicate (Part 2)

Session 4: Communicate - Part 2

Objective:

- Students will learn and practice using about effective ways to communicate in a conflict.

Materials:

- Visual aid from page 32

Pre-Activity Discussion:

- Who remember
- Last week, we
- statement?
- Was anyone ab
- Today, we're ge
- conflict resolut
- we can do -- and
- Go thro
- the follow
- about why
- through a
- Explanation
- List
- Feel
- Apol
- adm
- Talk
- aggr
- Use
- doe
- Con
- your
- the
- Which one of th
- Which one of th
- How do you fee
- don't?
- How do you thi
- communicated

Session 4: Communicate - Part 2 (Cont'd)

Activity: Communicating Respectfully Role Play

- For our activity today, we're going to practice using some of these communication strategies. First, we're going to get into groups of two. Then, I'm going to give you an example of how someone might communicate during a conflict, and I want you to make it better.
- Split the g
- following
- think abou
- respectful
- share wh
- If time is
- Scenario
- apologize
- Scenario
- that you s
- Scenario
- him that it
- Scenario
- they look
- Scenario
- to talk abo
- the subject

COMMUNICATE

1. LISTEN
2. APOLOGIZE
3. TALK CALMLY
4. USE I-STATEMENTS
5. CONSIDER HOW OTHERS FEEL

Post-Activity Discu

- Was that activi
- When are i
- want to try to d
- How do you thi

THE OBJECTIVE:

- Students will learn and practice using about effective ways to communicate in a conflict.

THE ACTIVITY:

- Students will learn about different aspects of healthy communication.
- Then, they will look at scenarios and decide how the person could communicate respectfully.

Lesson 5: Choose A Solution

THE OBJECTIVES:

- Students will learn about effective solutions to conflict.
- Students will practice applying these solutions to real-life scenarios.

THE ACTIVITY:

- Students will complete collaborative worksheets as they practice coming up with solutions to potential conflicts.



Lesson 6: Conflict Resolution Review

Session Six: Conflict Resolution Review

Objectives:

- Students will review the conflict resolution skills and strategies they learned throughout the group.

Materials:

- Dice (one per two)

Pre-Activity Discussion:

- Who remembers last week, we talked about conflict resolution? Was anyone able to use a strategy?
- Today is our last session of our conflict resolution group. We're going to review what we've learned and then answer questions about conflict resolution.
- Who can name three steps of conflict resolution?
- Ask students to write a definition of conflict resolution or as a separate activity.

Activity: Conflict Resolution Roll & Respond













- Now, it's time to play a game that will help them review the skills they've learned in the group.
- They will roll a die and the number they roll will correspond to a conflict scenario.
- For example, if a student rolls a 1, they will read the scenario and then answer questions about the conflict.
- Each time a student rolls a different number, they will earn 1 point.

Post-Activity Discussion:

- What was the most interesting conflict scenario?
- How do you think the person in the conflict resolved the conflict?
- Who is someone you know who has resolved a conflict?

*If you are using the session, you will need to have a copy of the Conflict Resolution Roll & Respond card for each student.

CONFLICT RESOLUTION ROLL & RESPOND

Dice 1	Dice 2
 Ana's friend has stopped spending time with Ana and hangs out with other friends instead. Ana doesn't know why.	 What might happen if the person ignores the conflict?
 One of Ethan's classmates was making fun of his art project. Ethan worked hard on the project and is proud of it.	 What might happen if the person isn't respectful?
 Julia and her sister both want the last cookie. Julia says that her sister always gets the last cookie, but her sister says that's not true.	 How do you think the people in this conflict feel?
 The person sitting next to Dayvean is talking too loudly. It's hard for Dayvean to focus on his work.	 Give an example of what this person could say to the other person.
 Adriana saw people whispering and looking at her. She thinks they are saying mean things about her.	 Name 3 possible ways to solve this conflict.
 Malik was really excited about riding his new bike, but his friend doesn't want to ride bikes.	 What do you think is the best way to solve the conflict?

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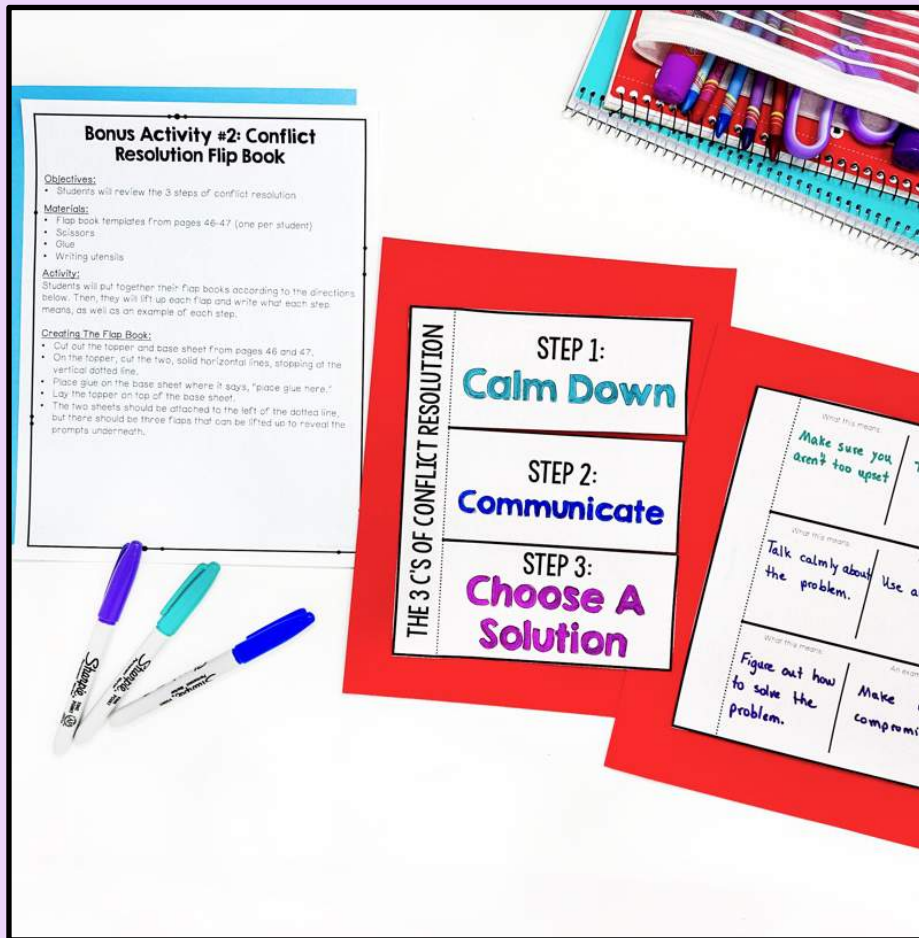
THE OBJECTIVES:

- Students will review the conflict resolution skills and strategies they learned throughout the group.

THE ACTIVITY:

- Students will get into pairs to play a game that will help them review the skills they've learned in the group.

2 BONUS ACTIVITIES



These activities will help your students further explore the topic of conflict resolution and to review the information and skills your students have learned!

Activities Include:

- "Finding A Solution Spinner"
- "Conflict Resolution Flip Book"

2 ASSESSMENTS

Name: _____

Conflict Resolution Self-Assessment

Please rate these questions based on to what extent they are true or false:

Child's Name: _____ Date: _____
Name and role of the person completing the form: _____

Conflict Resolution Assessment

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

1. I am able to v
1 2 3 4 5

2. I usually calm
1 2 3 4 5

3. I usually com
problem.
1 2 3 4 5

4. I know how t
1 2 3 4 5

5. I usually thin
1 2 3 4 5

6. I can usually
1 2 3 4 5

1. The child is usually able to work through conflicts with peers in a respectful way.
1 2 3 4 5

2. The child is usually able to work through conflicts with adults in a respectful way.
1 2 3 4 5

3. The child is able to calm down before working through a conflict.
1 2 3 4 5

4. When in conflict, the child usually communicates calmly with the other person about the problem.
1 2 3 4 5

5. The child uses I-statements to share how they feel.
1 2 3 4 5

6. The child seems to think about the other person's point of view.
1 2 3 4 5

7. The child is usually able to think of a positive solution to a conflict.
1 2 3 4 5

Additional Comments: _____

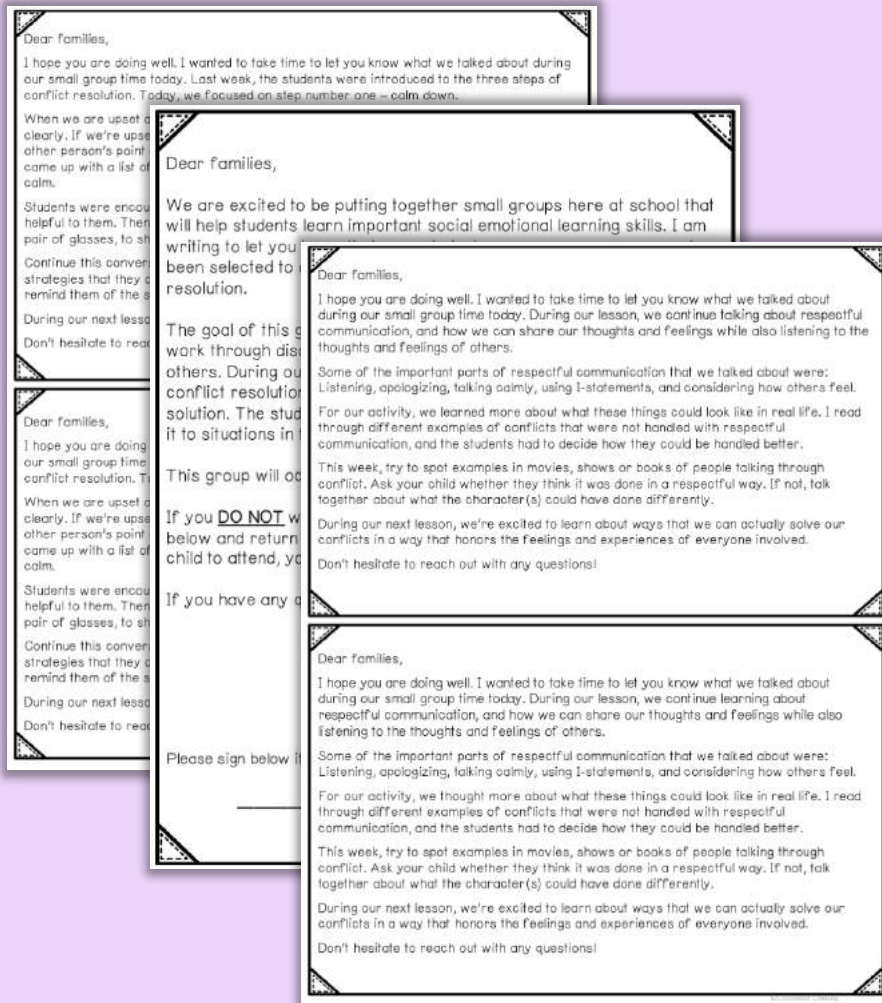
Total Score: _____

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There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES

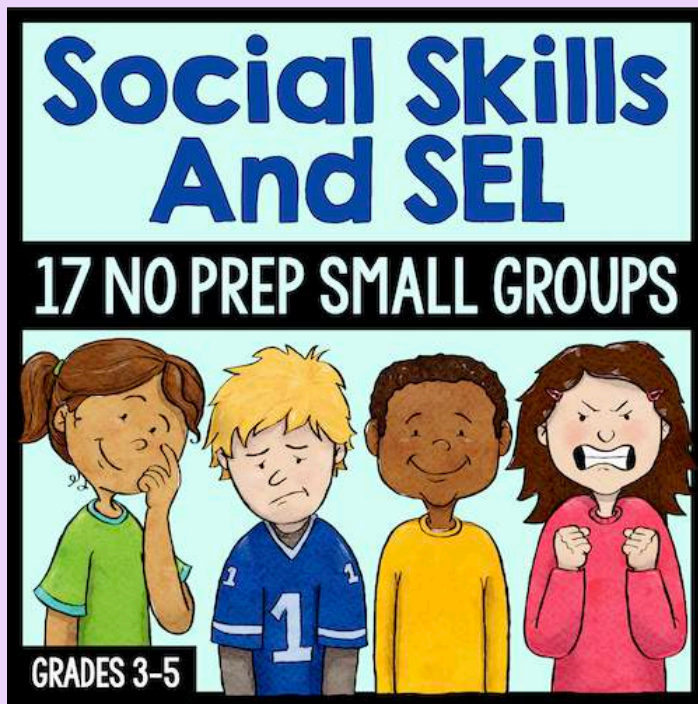


Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes small groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Conflict Resolution
- Executive Functioning
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE