

Indicator #3  
Conflict Resolution

Student distinguishes between appropriate and inappropriate ways to resolve conflict.

**Research**

Peer relations during adolescence are a crucial part of children's social and emotional development. Conflict between children is age appropriate but it is important to identify this conflict and promote positive conflict resolution techniques. Children who fail to develop conflict resolution skills are more likely to exhibit violent and aggressive behaviors once they reach elementary and middle school ages. The risk of mental illness also increases as the number of exposures to violence occurs. By having conflict resolution skills children can create a safe learning environment for all students that is conducive to learning where children can feel safe to share ideas and feelings with each other. Research has found that when children in school environments exhibit strong conflict resolution skills it can improve the classroom climate and classroom management. It can also reduce the time that teachers spend on disciplinary problems which can then increase the amount of time teachers spend working on learning objectives.

Sidorowicz, Kathleen, and Elizabeth C. Hair. "Assessing Peer Conflict and Aggressive Behaviors: A Guide for Out-of-School Time Program Practitioners." *PsycEXTRA Dataset* (n.d.): n. pag. Web.

Managing Interpersonal Conflicts  
16.2. PK.D

**Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.**

*\*See also 5.2.PK.B*

The learner will:

Suggest simple solutions to conflict which are most often based upon own needs and desires

The learner may also:

- Use appropriate words and actions to express one's own desires
- Identify a problem and discuss possible solutions
- Solve simple conflicts with peers with independence (e.g. share, take turns, apologize, try something else, ask for help)

Effective Practices:

- Use conflict as an opportunity to teach problem-solving skills
- Be available to help children resolve conflicts rather than removing the child or toy
- Encourage children to find appropriate ways to resolve conflict
- Set up area in your room (e.g. peace table) that children can visit to solve conflicts
- Discuss with children possible strategies for resolving conflict
- Read stories involving conflict resolution
- Use puppets and dramatic play to discuss and demonstrate conflict resolution
- Model appropriate language that children can use in conflict situations (e.g. "I feel upset because...")

## ACTIVITIES

**Activity:**

Read book *One* by Kathryn Otoshi. Each student gets a turn to act out being Red, Blue, and One the rest of the class will guess which color each child is acting out.

**Activity Prompts:**

How do you think the different characters feel/react?

What would you do/how would you feel?

**Extension:**

Learn song "One Small Voice" by Jack Hartmann and practice.

Use link: [https://drive.google.com/a/myhgsd.com/file/d/0B3vt\\_db5\\_r7yaWs0blVSemFfUzg/view?pli=1](https://drive.google.com/a/myhgsd.com/file/d/0B3vt_db5_r7yaWs0blVSemFfUzg/view?pli=1) to fill out chart sorting main characters Red, Blue, and One traits and clues.

**Evidence Collection Strategies:**

- Observation by teacher and student input throughout the lesson/extensions. Check of extension finished chart.

**Home School Connection:**

- Send home “What Would You Do” questions (available through Scholastic – free with bonus points) or make up your own questions. Have the families go over the questions with their child and help them respond appropriately – lists of appropriate phrases.

**Activity:**

Choose picture books that deal with various issues students face in the life of the classroom.

Books that can be used are:

-The Crayon Box That Talked by Shane Derolf

-We Can Get Along by Lauren Murohy Payne

-Talk and Work it Out by Cheri J. Meiners

-Howard B. Wigglebottom Learns it's Ok to Back Away by Howard Binkow and Susan F. Cornelison

Copy key pages that feature characters from the books that represent the conflict resolution issue that you would like to address. Use these copies of characters as props for the students to act out the conflict. Read the book aloud to students and ask questions to check their understanding of the conflict and how they would handle it. Provide students with character props to act out the conflict and possible solutions. Chart out the student's solutions to the problem and review them as often as possible.

**Activity Prompts:**

Prompt students by asking them things like, “How was the conflict handled?”, “Are there other ways you could solve this problem?”, and/or “What did the characters do that you think worked and what do you think did not work?”

**Evidence Collection Strategies:**

Do this as a whole group activity with your students sitting on the perimeter of the rug and take anecdotal notes to assess how effectively students understand the conflict at hand and how to effectively deal with it.

**Home School Connection:**

Teachers can copy the books and make another prop for the students to use at home. They can act out the conflict and ways to solve it at home as well.

**Activity:**

*Guided discussion:*

Students role-play scenarios depicting conflict between children, (e.g. Johnny took a toy away from Katie. What should Katie do?). After the role-play, students use a thumbs up or thumbs down to rate the choices made during the role play. Thumbs up indicate good choices; thumbs down represent poor choices. Students could also individually be called upon to explain their rating.

**Activity Prompts:**

Teacher will use child-friendly terms. Teacher will lead the role-play scenario and **prompt** children to use respectful language and choices to solve problem. (e.g. “Make sure your voice is calm and friendly.”)

**Extension:**

Students devise their own scenario within groups and role play the scenario in front of the class. Members not participating in the group are still actively engaged by using a thumbs up or thumbs down to rate the choice.

**Evidence Collection Strategies:**

Observation of participation of role plays as well as thumbs up and thumbs down.

**Home School Connection:**

- Students go home with an assigned conflict and talk to family members about possible best practices for solving them.
- Students go home and create their own conflict and talk to family members about best practices for solving them.