



Conflict Resolution



December 1st

Background Information: Conflict is a fact of life. You can't avoid it. If you are in a room with someone else, or many someone, there will be differences of opinion which can lead to conflict. Sometimes when we are unsure of what choice to make, we can be in conflict with ourselves. That being said, there are strategies we can utilize to keep conflict at the lowest possible level and perhaps, keep it from happening at all. It is important we understand that just as we have strong feelings about things, other people do as well, and it is important we learn to express ourselves with courage (speaking our truth) and consideration (not blaming anyone for how you are feeling). It can be challenging to recognize what "sets us off", what can make us anxious, frustrated, and angry. For the two sessions in December, we will be taking a closer look at anger and what can trigger those feelings. It is important to understand that anger is a normal emotion, it's what we do with that anger that makes a difference.

What you will need:

Chart with the scenarios on them (Youth in 3rd grade and above can work in small groups with these scenarios. With youth in TK-2nd, you will want to facilitate the scenarios. Also, if you feel that the scenario is not appropriate for them, substitute with one you feel is more appropriate.)

What you will do:

1. Bring youth together and ask these questions:
2. Have you ever been angry or upset?
3. What physical reactions happen when you get angry?" (Anger can be seen in your body. You breathe faster; your face turns red and feels hot; your muscles become tense; your skin feels tight)
4. Ask youth to demonstrate a physical responses of being angry. (facial expression, fighting stance, other)
5. "How do you describe how you feel when you are angry?" What words do you use? (Upset, annoyed, frustrated, agitated, resentful, irritated; you are losing control)
6. Divide students into groups of 3-4 with youth in 3rd - 8th grade. Keep the group whole with younger children)
7. Provide each group with a scenarios below.



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8. Ask youth to talk about the action being a trigger. Depending on the circumstance, you will get different results.
9. What Triggers Personal Anger? When you read the scenario and the possible options, would any of these trigger anger in you? Why or why not?
10. You get ready to brush your teeth and you find the person before you squeezed the toothpaste tube:
 - a. With the lid off so the entire lid is a mess
 - b. With the lid on so the toothpaste squirts out when you twist the lid off
 - c. From the bottom so all of the toothpaste is pushed to the top
 - d. From the top so you will need to push from the bottom to get the toothpaste on your brush
11. What are you feeling? Is it anger, frustration, disappointment, annoyance, something else? Or does it simply not matter to you?
12. You love to ride your bike. It makes you feel so happy and free.
 - a. Someone tells you that you are riding your bike too fast
 - b. Someone tells you that you are riding your bike too slow
 - c. Someone tells you they can't believe you ride you bike in the street—it's so dangerous for you and others.
 - d. Your riding along and feeling great and you suddenly go over a big bump
 - e. You are riding in the hills, and you have worked hard to get up the hill only to discover the downhill road is bumping and torn up
13. You received a whole box filled with your favorite candy. You are working to make it last as long as possible, but you also want to have at least one piece a day.
 - a. You just got home from school. It's been a long day. You are looking forward to one piece of candy. Your Mom says, "No candy before dinner."
 - b. You've waited all day for your piece of candy. It's almost bedtime. Your Dad sees you get the candy and he says, "No candy before going to bed. You won't be able to sleep!"
 - c. You are excited to have a piece of candy in your lunch. When you open your lunch instead of the candy you find a note that says, "No candy at lunch. You are going to the dentist this afternoon."
 - d. It's picture day. As you leave your house, Dad says, "Be sure you don't eat candy before getting your picture taken. If your fingers are sticky the candy will be all over your clothes."
14. You love to play with the soccer ball. You are looking forward to the opportunity to take the soccer ball out to recess.
 - a. Someone grabs the soccer ball before you get there and tells you, "Go away! You can't play!"



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- b. You get the soccer ball and take it out to recess. Someone asks you if they can play with you. As soon as they get the ball, they take off and leave you without the ball.
- c. It's just about time to go outdoors. You're anxious to get the soccer ball. Just before recess, the teacher says that none of the balls can be taken out to recess.
- d. It's your turn to take the soccer ball out. When you pick it up, you realize that it is flat and you won't be able to play with it.

Debriefing Questions:

- What did you learn today about anger?
- When you reflect on anger, can you think of other words which might more accurately express how you are feeling? (frustrated, annoyed, disappointed,)
- What might you do the next time you are feeling anger or one of the other less positive emotions?



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December 15th

Background information: Our first President, George Washington, said we should not speak words that are hurtful to others. Don't say hurtful words even if you are teasing and don't really need them. Make fun of no one, even when you think they deserve it. We need to consider the words we say before we say them.

What you will need:

- Copy of the poem on chart paper

If your lips would keep from slips

Five things observe with care:

Of whom you speak, to whom you speak,

And how and when and where.

- Drawing paper
- Crayons, colored pencils

What you will do:



1. Bring the children together. Share the information about George Washington and what he said.
2. Ask them if people have said things to them in the past which have hurt their feelings or made them angry. Have them share the incidents.
3. Ask them why they think George Washington would want to remind people to use kind and thoughtful words when speaking to other people.
4. Share with them the poem above. Facilitate a conversation about each line. Talk about what a "slip" is, list the five things you should consider before you speak (of whom, to whom, how you speak, when you speak, and where you speak)
5. Ask them to list alternatives to being angry or fighting back or feeling overwhelmed. There are three wheels of alternatives youth can try. Have children identify options. You can add items from the wheels if they get stuck. Make a list of options and choices youth can make. If you would like to make copies of one or all of the wheels to share with the youth, that is fine too.

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6. Explain today they are going to illustrate scenarios that have occurred in their lives which have caused them to feel angry, hurt, frustrated, upset, mad or any other negative emotion.
7. Demonstrate folding the drawing paper into thirds (this isn't as easy as it sounds). On one side of the paper in the first box, draw a picture of something that caused them to feel one of the emotions listed above.

 <p>Joanie took the ball I was playing with.</p>		
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8. Demonstrate how after they have illustrated the event, they are going to illustrate what they did or how they responded to the event.

 <p>Joanie took the ball I was playing with.</p>	 <p>I started to cry. I was so mad at her.</p>	
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9. Demonstrate how after they have illustrated what they did, they should refer to the list you co-created together, and illustrate another alternative.

 <p>Joanie took the ball I was playing with.</p>	 <p>I started to cry. I was so mad at her.</p>	
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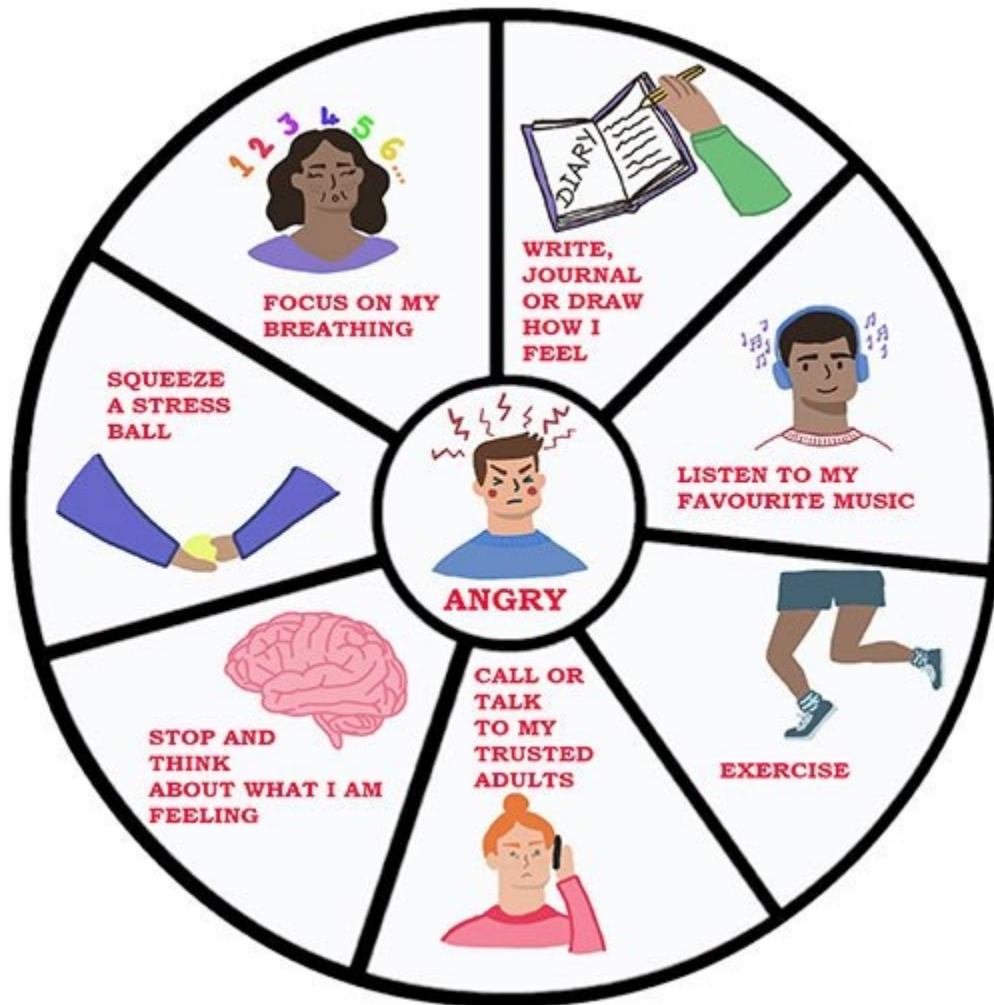


		I could have used an I Message to tell her how losing the ball made me feel.
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10. After you have demonstrated the lesson, divide youth into groups of 3-4 and distribute supplies
11. When youth have finished, they can illustrate a second event on the reverse side of the paper OR they can share with one another and the entire group.

Debriefing Questions:

- What did you learn today about different ways you can handle anger, frustration, annoyance, disappointment, etc.?
- When you reflect on the alternatives on the list you made, which ones seem the most reasonable to you? (Not everyone will think all of the alternatives are reasonable)
- What might you do the next time you are feeling anger or one of the other less positive emotions?



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