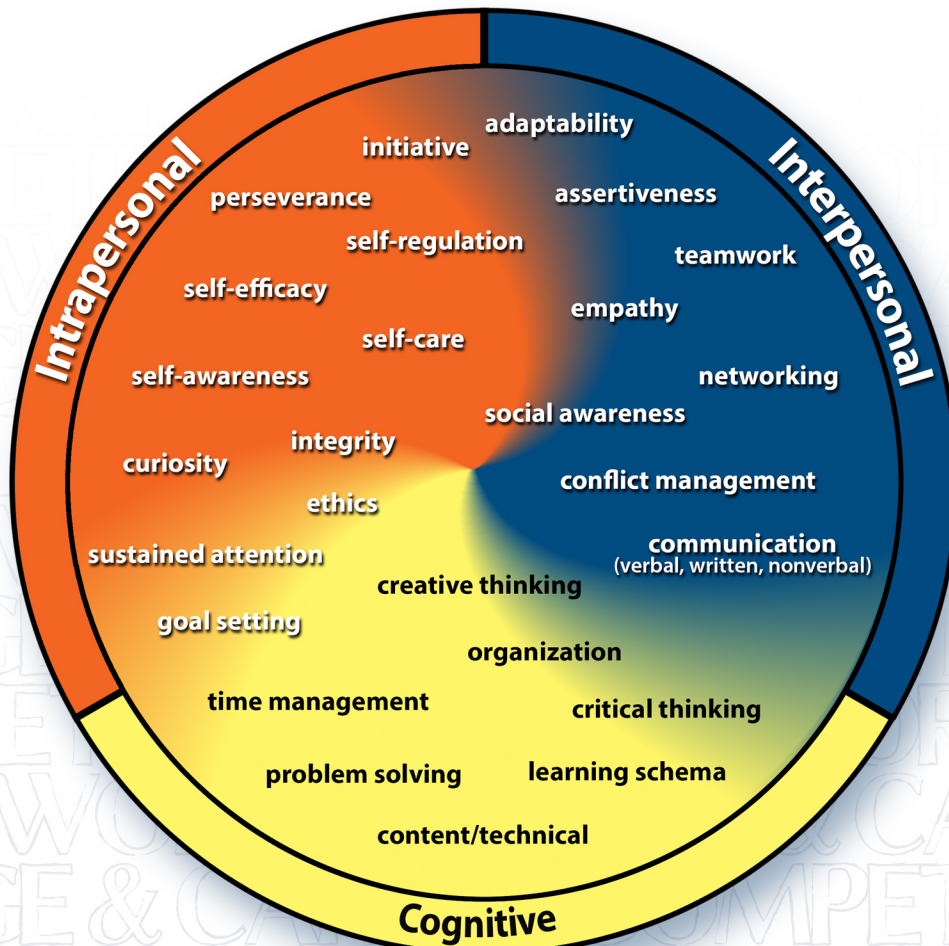


# CONFLICT MANAGEMENT

## LESSONS

### PRIMARY



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## Introduction

The *Conflict Management Lessons [Primary]* contain eight units that build students' understanding and practice of conflict management concepts. Each unit is designed to be taught across time and contains a series of instructional activities with specific student learning targets. The lessons were developed for students in kindergarten through Grade 2 but can be used with any students who require additional instructional support.

### Instructional Activities

Instructional activities range in length from 20 to 30 minutes and should be taught sequentially. Scenarios, guiding questions, and writing/drawing prompts are included in the activities to build students' understanding of key concepts. Students learn and practice ten Conflict Management Strategies, which help them identify how they normally respond to conflict, determine the reasons for a conflict, and determine steps they could take to resolve the conflict. The strategies can be generalized across school and home settings. The ten Conflict Management Strategies are:

1. **Explore Conflict Responses:** Understanding conflict responses helps students understand that they have a choice in how they respond to conflict and that this choice can affect the outcome.
2. **Pause and Ponder:** Stopping and thinking about conflict responses and potential outcomes during a conflict supports students in choosing appropriate conflict responses.
3. **Manage My Anger:** Identifying emotions contributing to anger helps students understand and communicate complex feelings, which improves communication.
4. **Uncover Reasons for the Disagreement:** Considering context and underlying reasons for a disagreement, such as miscommunication or misunderstanding, helps students identify next steps.
5. **Voice My Perspective:** Respectfully conveying how they perceive a conflict improves students' assertiveness and promotes meaningful interactions.
6. **Seek to Understand Perspectives:** Imagining the perspectives of others helps students develop empathy and a better understanding of context.
7. **Listen and Summarize:** Listening and summarizing what was said fosters students' understanding of others and respectful social and academic discourse.
8. **Plan My Response:** Purposefully choosing a conflict response helps students form and maintain healthy relationships.
9. **Find a Solution:** Understanding a negotiation process supports students in incorporating several Conflict Management Strategies to reach a desirable outcome for everyone involved.
10. **Help Others Find Solutions:** Mediating conflicts between others improves students' ability to listen, communicate, and problem-solve to find desirable outcomes for everyone involved.

### Teaching Resources

Many of the instructional activities within the units include a prompt for students to demonstrate their knowledge of conflict management concepts by drawing their responses. These activities can be adjusted to writing as needed. A complementary workbook, [My Conflict Management Workbook](#), can help educators document students' growth in conflict management concepts, refine their conflict management instruction,

and provide individualized feedback to students. The activities can also be effectively taught without the workbook by asking students to respond to the prompts verbally or in writing or drawings.

You will refer to the [Conflict Management Strategies Poster](#) throughout conflict management instruction. This should be displayed in the classroom for students to reference while learning and practicing conflict management.

Four books are read aloud and guide discussions throughout the units. If possible, obtain the books. Within the instructional activities, links are provided to free read-aloud videos that can be used if physical books aren't available.

Coombes, S., & Fernihough, J. (Illustrator). (2021). *When I feel angry*. Igloo Books. [www.simonandschuster.com/books/When-I-Feel-Angry/Sharie-Coombes/9781839032493](http://www.simonandschuster.com/books/When-I-Feel-Angry/Sharie-Coombes/9781839032493)

Lloyd, C., & Di Lernia, G. (Illustrator). (2019). *The three little pigs*. DK Children. [www.dk.com/us/book/9780241350966-the-three-little-pigs](http://www.dk.com/us/book/9780241350966-the-three-little-pigs)

Meiners, C. J., & Johnson, M. (Illustrator). (2005). *Talk and work it out*. Free Spirit Publishing. [cherijmeiners.net/learning-to-get-along-series](http://cherijmeiners.net/learning-to-get-along-series)

Roberton, F. (2015). *A tale of two beasts*. Kane Miller. [www.iloveporkchop.com/a-tale-of-two-beasts-a](http://www.iloveporkchop.com/a-tale-of-two-beasts-a)

Links to videos are provided but are not guaranteed to be active. If necessary, search online for similar videos or borrow alternatives from your library.

## Assessments

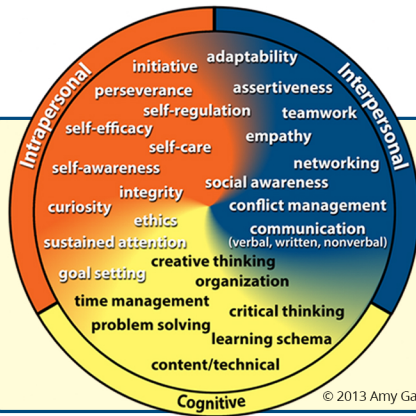
Students' growth in learning and practicing conflict management should be measured. It is important to collect baseline data related to your students' current ability to manage conflict. There are two assessment tools to measure your students' understanding and application of conflict management concepts: the *Conflict Management Questionnaire K–2* and the *Conflict Management Performance-Based Observation*. Both are described below and are available for immediate use at [www.ccstudent.org](http://www.ccstudent.org).

The *Conflict Management Questionnaire K–2* (Heger, Noonan, & Gaumer Erickson, 2024) is a self-report measure that asks students to respond to a series of statements by choosing *Like Me*, *Not Sure*, or *Not Like Me*—represented by emojis—based on their current feelings related to conflict management concepts. The *Conflict Management Questionnaire K–2* is administered prior to conflict management instruction. The results will help students better understand their current ability to manage conflict. For additional information on this assessment, see page 1 of the [Technical Guide](#).

The *Conflict Management Performance-Based Observation* (Noonan & Gaumer Erickson, 2020) assesses how well students demonstrate skills to manage conflict. It is appropriate for students of any age and can show growth when combined with explicit instruction and practice. This observation tool can be used at purposeful intervals to monitor the development of each student. Based on observations across time or in specific situations, the educator rates each student's conflict management behaviors on a scale. For additional information on this assessment, see page 2 of the [Technical Guide](#).

To use the assessments, create an account on [www.ccstudent.org](http://www.ccstudent.org), a free assessment website (students do not need accounts). Once students have taken the *Conflict Management Questionnaire K–2* or you have observed their conflict management behaviors using the *Conflict Management Performance-Based Observation*, you can view and analyze classroom and individual student results on this website. The assessment results can be used to refine instruction, and students and educators can use the results to determine growth. Additional details for launching an assessment and reviewing the results are provided on the website.

# CONFLICT MANAGEMENT



The **College and Career Competency Framework**, developed by Drs. Gaumer Erickson and Noonan at the University of Kansas, supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere. Visit [www.CCCFramework.org](http://www.CCCFramework.org) to learn more about College and Career Competencies.

## STUDENT IMPACTS

Teachers providing **conflict management** instruction and classroom practice observe student growth, including:

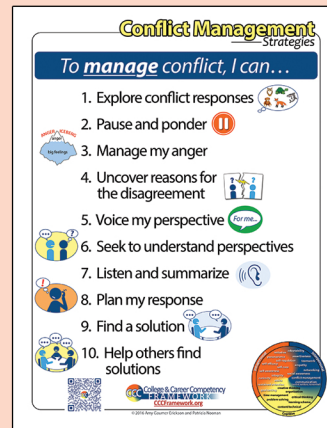
- Increased understanding of their natural response to conflict and the various methods for addressing conflict
- Increased ability to compromise and collaborate with their peers
- Prosocial behavior
- Improved communication
- Increased self-awareness and self-reflection

Research in **elementary** and **secondary** education identifies proven student impacts from teaching **conflict management**.

- Intervening as early as preschool to address conflict, aggression, and bullying is important because these behaviors can escalate into more significant aggression if left unaddressed, leading to long-term negative social skills and peer interactions as the children age (Leff et al., 2001; Levine & Tamburrino, 2014).
- Teaching **conflict management** helps students adapt to social norms used for interpreting others' verbal and nonverbal communication (Burdelski, 2020).
- Students who learn and use constructive, solution-oriented approaches to conflict may guard themselves against loneliness and symptoms of depression; conversely, students who avoid conflict may worsen their loneliness and symptoms of depression (Wang et al., 2020).
- Experts say that constructive conflict among students should occur frequently, that it is psychologically healthy, and that it can have many positive effects. These effects include bringing attention to issues, encouraging self-reflection, making relationships stronger, and improving students' abilities to work through hardships under stress (Johnson & Johnson, 2004).
- Students who train to become mediators gain skills in active listening, questioning to discover causes and motivations, interpreting nonverbal behavior, understanding multiple and differing perspectives, practicing empathy, and remaining impartial (Malizia & Jameson, 2018).

## DEFINITION

**Conflict Management** is knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts (Noonan & Gaumer Erickson, 2017).



Students use **conflict management** strategies to make appropriate choices in conflict situations.

## RESOURCES

- **Instructional Activities** for teaching **conflict management** strategies K-12
- **Teacher Testimonial Videos** for implementing **conflict management**
- **Family Guidance** for building **conflict management** in the home
- Measure student growth in **conflict management** at [www.CCCStudent.org](http://www.CCCStudent.org)



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Recommended citation: Heger, E., Noonan, P. M., & Gaumer Erickson, A. S. (2024). *Conflict management lessons [Primary]* [Teacher lessons and student workbook]. College & Career Competency Framework. <https://www.cccframework.org/competency-lessons-and-student-workbooks/>

## Assessing Your Conflict Management Knowledge (Pretest)

**Materials** (available at [www.cccframework.org/cm-lessons-pri/#pre](http://www.cccframework.org/cm-lessons-pri/#pre)):

- **My Conflict Management Workbook** for each student
- *Conflict Management Questionnaire K–2* (optional online version; see page 6 for the items)
- *Conflict Management Performance-Based Observation* (online version; see page 8 for the items)

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Conflict Management Questionnaire K–2*. Each assessment that you set up will have a specific code. Note the code for your test.

**Assessment Link:** [www.cccstudent.org](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Administer the Conflict Management Questionnaire K–2

We recommend that students complete the *Conflict Management Questionnaire K–2* online. For the students to complete the assessment online, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the assessment, and title the pretest so that it is easy for you to identify (e.g., “2024 Conflict Management Pretest Kindergarten”). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that you can also access.































Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark or color in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students, when mad, think about what they want to say before they say it, they will mark or color in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

## Conflict Management Questionnaire K-2

Student ID \_\_\_\_\_

Date \_\_\_\_\_

1. When I am mad at a friend, I think about what I want to say before I say it.	 LIKE ME	 NOT SURE	 NOT LIKE ME
2. I tell my friends how I feel even when they disagree with me.	 LIKE ME	 NOT SURE	 NOT LIKE ME
3. When a friend is upset with me, I think about what happened and possible misunderstandings.	 LIKE ME	 NOT SURE	 NOT LIKE ME
4. When I have a disagreement with someone, I try to work it out so everyone feels better.	 LIKE ME	 NOT SURE	 NOT LIKE ME
5. If two friends are arguing, I try to help them understand each other.	 LIKE ME	 NOT SURE	 NOT LIKE ME
6. When my friends disagree with me, I try to understand how they are feeling.	 LIKE ME	 NOT SURE	 NOT LIKE ME
7. During a disagreement, I listen to others' thoughts and feelings.	 LIKE ME	 NOT SURE	 NOT LIKE ME
8. If I become angry, I can calm myself.	 LIKE ME	 NOT SURE	 NOT LIKE ME
9. When I experience a disagreement, I know there are different ways I can respond.	 LIKE ME	 NOT SURE	 NOT LIKE ME
10. During a disagreement, I choose how I respond to others.	 LIKE ME	 NOT SURE	 NOT LIKE ME



After the students have completed the assessment, remind them that there are no incorrect responses to the statements and that they will have different answers because they each have their own unique feelings about things. After the students have completed the online assessment, a Results page will be displayed. Tell the students to count their responses in each category. Then ask the students:

- How many marks did you have in the category *Like Me*?
- How many marks did you have in the category *Not Sure*?
- How many marks did you have in the category *Not Like Me*?

Tell the students that they may start to feel different about some of their answers as they learn about conflict management. Explain that they will take this assessment again later in the year, after all instruction is delivered, to see how much they have improved their ability to resolve conflicts.

### **Use the *Conflict Management Performance-Based Observation* to observe students**

The *Conflict Management Performance-Based Observation* (see page 8) measures students' conflict management behaviors. You will rate each student's conflict management behaviors on a 4-point scale. We recommend that you observe and record your students' conflict management behaviors three times per year (at the beginning, midway through, and after instruction) to see student growth and challenges.

Reflect on the past three weeks and each student's demonstration of the behaviors listed in the observation. Use the scale to rate each student's proficiency. If you haven't had an opportunity to observe a behavior, select *Not Observed*. For behaviors that you haven't observed, consider providing opportunities that allow students to demonstrate those behaviors. For example, when students are involved in a disagreement, encouraging them to try and resolve the disagreement would provide an opportunity to observe how well each student is addressing the fifth indicator, "Demonstrates negotiation and mediation strategies in conflict situations."

To complete the *Conflict Management Performance-Based Observation*, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Conflict Management Performance-Based Observation*. Title the observation so that it is easy for you to identify (e.g., "2024 Conflict Management Observations Kindergarten"). The website will automatically graph three observations for each student and provide both individualized reports and a class-wide summary.

## Conflict Management Performance-Based Observation

Student ID \_\_\_\_\_

Date \_\_\_\_\_

Based on observations across time or in specific situations, evaluate each student's performance. This assessment can be used at purposeful intervals to monitor the development of each student.

*Beginning*: Not yet able to demonstrate without scaffolding.

*Emerging*: Minimal or superficial demonstration; prompting likely required.

*Proficient*: Sufficient demonstration, including self-appraisal and detailed, personalized application.

*Advanced*: Independent and consistent demonstration; teaches/prompts others.

*Not Observed* is documented if there has not been the opportunity to observe the behavior performed by an individual student.

Conflict Management Sequence Indicators	Beginning	Emerging	Proficient	Advanced	Not Observed
1. Anticipates outcomes when different conflict management styles are applied to various situations (Strategy 2, <b><i>pause and ponder</i></b> ).					
2. Demonstrates understanding the context of conflicts, including the perspectives of all involved (Strategy 4, <b><i>uncover reasons for the disagreement</i></b> ).					
3. Describes the conflict management styles and identifies appropriate situations for using each style (Strategy 1, <b><i>explore conflict responses</i></b> ).					
4. Applies appropriate conflict management approaches to situations based on desired outcomes (Strategy 8, <b><i>plan my response</i></b> ).					
5. Demonstrates negotiation and mediation strategies in conflict situations (Strategy 9, <b><i>find a solution</i></b> ; Strategy 10, <b><i>help others find solutions</i></b> ).					

## Unit 1: Introducing Conflict Management

### Learning Targets:

1. I can define conflict
2. I can explain conflict management
3. I can **explore conflict responses**
4. I can identify conflict responses and ways each affects the outcome of a disagreement

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u1](http://www.cccframework.org/cm-lessons-pri/#u1)):

- Conflict Management Definition Poster
- Video *What Is Conflict Management?*
- Conflict Management Strategies Poster
- Video **Explore Conflict Responses**
- Book or video *Talk and Work It Out*, by Cheri J. Meiners
- Conflict Response Cards (on separate index cards, draw or print a picture of a shark, a turtle, and an owl)

### Instructional Activities:

#### 1. I can define conflict

Explain to the students that they are going to learn about disagreements and the reasons they happen. They will also learn ways to work through conflicts and ways to help others work through conflicts.

Tell the students that it is important for them to learn how to resolve disagreements respectfully so that they avoid hurting someone's feelings. Explain that when we learn how to think about how others feel, explain how we feel, and take actions to resolve a disagreement, we are practicing conflict management. Emphasize that learning conflict management helps us know what to do when there is a disagreement, avoid making the disagreement worse, learn how to respect others, and strengthen friendships.

Explain to the students that before they can understand conflict management, they need to understand what the word "conflict" means. Provide the students with a few scenarios using the word "conflict" to help provide context to the word.

- My brother and I had a conflict over who got to play video games first.
- My friends had a conflict when one wanted to play basketball and one wanted to play a board game.
- I had a conflict with my mom about forgetting to do my chores.

Ask the students:

- What do you think the word "conflict" means?  
*[Possible responses: a fight, disagreement, when you argue with someone.]*

Explain to the students that a conflict happens when people have different needs, ideas, beliefs, or goals. Conflict doesn't always mean there is a physical fight. Conflict can happen with or without words. It can happen through someone's actions or feelings.

Tell the students to remember times when they felt frustrated or upset with a friend, sibling, or parent. Then ask the students to draw a picture of a time when they felt frustrated or upset with someone.

After the students have had time to draw their pictures, ask a few to share with the class. As the students are sharing their drawings, ask them:

- What was the conflict about?
- How did each person feel?
- What did each person want?

Once a few students have shared, point out that each student drew a different situation where a conflict had occurred. Emphasize that conflict is common and happens for many different reasons. Everyone experiences it.

Some causes of conflict are misunderstandings, someone not listening, differences of opinions, and misunderstood humor. Tell the students that you will provide an example of each cause:

- A conflict caused by a misunderstanding might occur when you're making plans with someone. Let's say you and a friend plan to play a game after school. If they don't know that you have to do chores before playing, they might feel hurt when you don't show up. Describe a time when you experienced a conflict caused by a misunderstanding.
- A conflict caused by someone not listening might occur when you and someone else are doing two different things at the same time. If your mom tells you to clean your room while you're listening to music, you might not hear her. She could become upset later when she sees that you haven't cleaned your room. Describe a time when you experienced a conflict caused by someone not listening.
- A conflict caused by a difference of opinion might occur when you and someone else have strong feelings about something you both really like. If your opinion of the hardest sport differs from your friend's, you might argue about which is harder, basketball or football. Describe a time when you experienced a conflict caused by a difference of opinion.
- A conflict caused by misunderstood humor might occur when someone makes a joke without fully understanding how it makes others feel. If your brother jokingly calls you "stupid," even though you think he doesn't mean it, you might still feel hurt. Describe a time when you experienced a conflict caused by misunderstood humor.

Ask the students to think about conflict they've experienced. After the students have shared examples, summarize the discussion by emphasizing that misunderstandings, someone not listening, differences of opinions, and misunderstood humor are all reasons conflict occurs. Tell the students that when a disagreement starts, it's important for them to stop and think about what has just happened and why a conflict has occurred.

## **2. I can explain conflict management**

Ask a few students to explain conflict and provide a few possible reasons it can happen. Review and emphasize that a conflict happens when there is a disagreement over different ideas, views, or needs.

Tell the students now that they understand what conflict is and some reasons it occurs, they are ready to learn about conflict management. Show the students the [Conflict Management Definition Poster](#) and point to the first section, where it says, "Know your usual response to conflict." Explain that knowing your usual response to conflict means you understand what you typically do when you are in a disagreement. For example, you may yell and stomp your feet when you experience a disagreement, or you may avoid talking to the other person and walk away. You could also calmly talk through the issue and try to resolve it. We all have different ways of responding when we experience a disagreement. When you know what you usually do, you can decide if it is the best response. You can ask yourself questions like "What do I feel like doing in this situation?" or "Is there a better way I could respond to this?"

Point to the middle section of the [Conflict Management Definition Poster](#), where it says, "Know the reasons for the conflict." Explain that knowing the reasons for the conflict means you try to figure out what caused the disagreement. Remind the students that conflicts can happen because of misunderstandings,

someone not listening, differences of opinion, and misunderstood humor. You might ask yourself questions like “Why did this happen?” or “Is there something I don’t understand?”

Point to the last section of the [Conflict Management Definition Poster](#), where it says, “Take steps to manage the conflict.” Explain that taking steps means you do things like talk through your feelings with the other person or try and understand the other person’s feelings. You might also work together to decide how to end the disagreement. When you take steps to manage the conflict, you ask questions like “What can I do to end this argument?” or “Is there something we could do together to make things better?”

Provide the students with a personal example of how you used conflict management to resolve an issue, or use the example below.

**Example:**

When I was younger, I used to play soccer with my sister after school every day. One day, I was feeling a little grumpy and overwhelmed about how much homework I had. I said to my sister, “I am tired of always playing soccer after school.” I went in the house to do my homework. The next day, my sister was playing soccer with a couple of her friends instead of me when I got home. I felt angry and hurt because we had always enjoyed our time together. I thought about the different ways I could explain my hurt feelings. I could yell at her for playing with her friends instead of me, but that would hurt her feelings, and she probably wouldn’t want to play with me again. I could go inside and cry without explaining my feelings, but that wouldn’t resolve the issue either. I decided I would explain my feelings calmly. First, I took a deep breath to calm myself. Then, I thought about why my sister would play soccer with her friends instead of me. I remembered that I had told her the day before that I was tired of playing soccer. I hadn’t meant that I didn’t want to play soccer with her anymore, only that I didn’t have time that day because of my homework. I had miscommunicated, and my sister probably thought I didn’t want to play soccer after school anymore. After her friends had gone home, I said, “When you were playing soccer with your friends instead of me, I felt angry and hurt. I thought about why you would have done that, and I realized I had miscommunicated. I didn’t mean I didn’t want to play with you anymore. I meant I didn’t want to play that day because of my homework.” Together, my sister and I agreed on what to do. We decided that when either one of us had too much homework, we would just say, “I can’t play soccer today,” to avoid miscommunicating or expressing our feelings inappropriately.

Explain that learning conflict management can help them learn to communicate more appropriately what they need or want and avoid making the conflict worse. Tell the students they are going to watch a short video that will help them understand conflict management. Show the one-minute video [What Is Conflict Management?](#)



From the video [What Is Conflict Management?](#)

Afterward, ask the students to work with a partner to answer these questions:

- How would you explain conflict management?  
*[Possible response: it is understanding what to do when you have a disagreement with another person.]*
- Why is learning how to manage conflicts important?  
*[Possible responses: it helps us avoid making a disagreement worse or hurting someone's feelings; it helps us talk through conflicts instead of fighting.]*

After the students have had time to discuss the questions with their partner, ask them to share their ideas with the whole class. Summarize the activity by emphasizing that conflict happens every day and that by practicing conflict management, we learn ways to talk through our disagreements.

### 3. I can *explore conflict responses*

Remind the students they have been learning about conflict management and what to do when they experience a disagreement. Ask a few students to explain conflict management in their own words.

Refer back to the [Conflict Management Definition Poster](#) and emphasize that part of conflict management is knowing your usual response to conflict. Remind the students that they talked about different ways they respond to conflict. For example, sometimes they might yell or stomp their feet. There are times when they might avoid talking and walk away, or they may choose to talk through the disagreement with the other person. Tell the students they are going to learn a strategy that will help them understand ways to respond to conflict and choose the best way. The strategy is called **explore conflict responses**. Emphasize this strategy on the [Conflict Management Strategies Poster](#). Ask the students:

- What does it mean to explore?  
*[Possible responses: think about, learn about, investigate.]*
- What are some examples of things we can explore?  
*[Possible responses: different places in the world, caves, underwater, jungle.]*
- What do you do when you explore something or some place?  
*[Possible responses: look at, read about, investigate, observe, watch.]*

Explain to the students they are going to explore five different things people do when they have a disagreement. Show the students the three-minute video [Explore Conflict Responses](#).



From the video [Explore Conflict Responses](#)

Afterward, ask the students:

- What are the ways you can respond to conflict?  
*[Possible responses: you can act like a shark, a turtle, an owl, a teddy bear, or a fox.]*
- Describe some conflict responses you have used.

Tell the students they are going to **explore conflict responses** further by thinking about three of the animals mentioned in the video. Show the students several different pictures of sharks. Then ask them to work with a partner and create a list of ways to describe sharks. Examples might include “scary,” “aggressive,” “predators,” “mean.” After the students have had time to brainstorm with their partners, ask a few to share their descriptions. Then ask the students:

- If sharks were humans, would they have many friends? Why not?  
*[Possible responses: no, because they are mean; they scare people.]*

Explain that one way to respond to conflict is to be a shark. When you act like a shark, you don’t care about the other person’s feelings. You only care about getting what you want. You might threaten the other person or try to intimidate them. Ask the students:

- If you were acting like a shark during a disagreement with a friend, what would you say and do?  
*[Possible responses: you would raise your voice; you would take their toys away without asking; you would say, “I don’t have to take turns!”]*
- What could happen if you acted like a shark during a disagreement?  
*[Possible responses: you could hurt the other person’s feelings; the other person wouldn’t like you anymore; you could get in trouble; you could make the disagreement worse.]*

Tell the students that most of the time, it isn’t the best to act like a shark. Doing so can make the disagreement worse and hurt others’ feelings. Explain that sometimes we may need to act like a shark. There are times when we need to be aggressive and tell others what to do. Ask the students:

- When would it be okay to act like a shark?  
*[Possible response: if someone was getting hurt or trying to hurt you.]*

Show the students several pictures of turtles and emphasize different turtle characteristics. Ask the students to work with a partner and create a list of ways to describe a turtle. Examples might include “scared,” “quiet,” “hiding in their shell,” “slow.” After the students have had time to brainstorm with their partners, ask a few to share their examples with the whole class. Emphasize that turtles are fearful of conflict and they hide in their shells. Ask the students:

- If you acted like a turtle during a disagreement with a friend, what would you say and do?  
*[Possible responses: hide in the corner, avoid the other person, stay quiet.]*
- What could happen if you acted like a turtle during a disagreement?  
*[Possible responses: you wouldn’t get to do what you wanted; the other person would tell you what to do.]*

Tell the students that most of the time, it isn’t the best to act like a turtle during a disagreement. When we do, we don’t get what we want, and others can hurt us if we don’t stand up for ourselves. Ask the students:

- When is it okay to act like a turtle?  
*[Possible responses: if you don’t care about the result, when you don’t have anything you want to do or don’t care what others are doing.]*

Explain to the students that it is okay to act like a turtle when they don’t care about the result or they don’t have an opinion. For example, they might act like a turtle if they didn’t care whether they played basketball or soccer with a friend after school or if they didn’t care which book they read with a friend during centers.

Tell the students that another way to respond to conflict is by acting like an owl. Explain that they are going to hear a story about a boy who learned to be an owl during disagreements. As they are listening to the story, they should identify things that he says or does to help resolve the disagreement.

Begin the story [Talk and Work It Out](#), by Cheri J. Meiners. After the story, ask the students to work with a partner and create a list of things the boy said or did to resolve his conflicts by acting like an owl. Example responses should include listening to others, thinking about how others felt, talking about his disagreements, and sharing ideas for resolving the disagreement. After the students have had time to brainstorm with their partners, ask a few to share their descriptions with the whole class.

Emphasize that when they act like an owl during a disagreement, they talk about how they feel and listen to others. They work together to find a solution and show respect for the other person. Explain that most of the time, they should act like an owl when they have a disagreement.

Briefly review the conflict management responses shark, turtle, and owl. Ask the students to write or draw about a time when they acted like each animal. Tell them that their writing or drawing should include details about what they said or did so the characteristics of each type of response are clearly represented.

I acted like a shark when ...

I acted like a turtle when ...

I acted like an owl when ...

Ask the students to share their responses, including details about what they said or did to demonstrate each conflict management response. Summarize the activity by telling the students that **exploring conflict responses** will help them understand the different responses they can choose. By knowing the different conflict responses, they are more likely to choose the best one during a disagreement.

#### 4. I can identify conflict responses and ways each affects the outcome of a disagreement

Remind the students they have been learning about the different ways they can choose to respond to a conflict. For example, they may choose to act like a shark, a turtle, or an owl. Ask them:

- If you were in a disagreement with your friend about who would sit by the window on the bus, what would you say and do if you acted like a shark?  
*[Possible responses: tell your friend you were going to sit there, force them to move to the other seat, raise your voice.]*
- What would you say and do if you acted like a turtle?  
*[Possible responses: you would just let your friend sit there; you wouldn't discuss why you should get to sit there; you might shrug your shoulders and say, "Okay, whatever you want."]*

Refer back to the story [Talk and Work It Out](#), by Cheri J. Meiners. Remind the students that the boy in the story was demonstrating what an owl would do during a conflict. Tell the students to recall several different actions the boy took to minimize conflict. The students' responses should include "talking," "listening," "pausing before reacting," "thinking about the reason for conflict," and "considering the other person's perspective." Then ask:

- What would you do if you acted like an owl when you and your friend disagreed about who would sit by the window on the bus?  
*[Possible responses: you would explain why you wanted to sit there; you might offer to share the window seat for part of the ride; you would listen to why your friend wanted to sit there.]*

Explain that different responses affect the outcome. Ask the students to turn to a partner and discuss what could happen if they were in a disagreement with a friend about the window seat and they acted like a shark, a turtle, or an owl. After the students have brainstormed responses with their partner, ask a few to share their reflections. Summarize the discussion by reminding the students that acting like a shark can sometimes lead to hurt feelings and loss of friendship, while acting like a turtle can lead to



others not respecting you and you not getting what you want. Acting like an owl will likely result in continued friendship and mutual respect.

Make cards that represent each conflict response by drawing a shark, a turtle, and an owl, each on its own separate index card. Inform the students they are going to practice **exploring conflict responses** by playing a game. During the game, they will work with a partner to act out a scenario based on the conflict response card they have drawn. While working with their partner, they will need to decide who is going to represent the animal they have drawn and who will remain neutral.

The other students in the class must guess which conflict response is being represented. After the students have guessed, ask them to identify how the response will affect the outcome of the disagreement. For example, what could happen if you acted like a shark when you and your friend both wanted to check out the same book at the library?

**Scenarios:**

- Your friend has been ignoring you during recess for the past week.
- You are working at the writing center with your friend. He keeps telling you what to do, and you don't like it.
- Your friend is making fun of a younger student during lunch, and you want to make your friend stop.
- Your friend tells you that you have to swing with her during recess, but you want to play soccer.
- Your friend stole your seat at the lunch table.
- Your friend borrowed your eraser during art class, and now he won't give it back.
- Your friend made fun of you because you gave the wrong answer during math class.

After the game, summarize the activity by reminding the students that they get to choose their conflict response for any situation. Acting like a shark, a turtle, or an owl will affect the outcome of the situation. Thinking about what could happen and what you want to happen are important before responding to a conflict.

## Unit 2: Understanding How I Manage Conflict

### Learning Targets:

5. I can explain **pause and ponder**
6. I can **pause and ponder** to **explore conflict responses** in myself
7. I can name a Conflict Management Strategy that is my strength

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u2](http://www.cccframework.org/cm-lessons-pri/#u2)):

- Conflict Management Strategies Poster
- Video **Pause and Ponder**
- Book or video *Talk and Work It Out*, by Cheri J. Meiners
- Video *Staying Calm When I'm Angry*
- A copy of **Exploring Conflict Responses** for each student

### Instructional Activities:

#### 5. I can explain **pause and ponder**

Remind the students they have been learning about conflict management and ways to resolve disagreements they have with others. Review the Conflict Management Strategy **explore conflict responses**. Then ask the students to demonstrate characteristics for each type of response. For example, how would a turtle respond if you and your brother disagreed about which TV show to watch?

Explain to the students that they will learn a strategy that will help them think about which conflict response they want to choose in a situation. Emphasize the strategy **pause and ponder** on the [Conflict Management Strategies Poster](#) and explain that they should use this strategy to think about which conflict response they are going to use when they experience a disagreement. Ask:

- What does it mean to pause?  
[Possible responses: stop, slow down, hold.]
- What does it mean to ponder?  
[Possible responses: think about, wonder, reflect.]

Tell the students they are going to watch a video that will help them understand the strategy **pause and ponder** better. Show the three-minute video [Pause and Ponder](#).



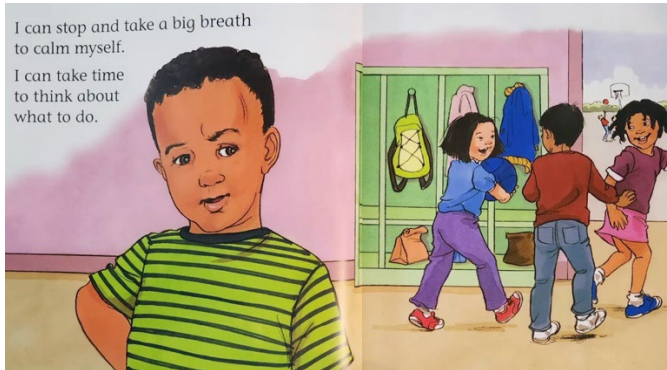
From the video [Pause and Ponder](#)

Afterward, ask:

- How would you explain **pause and ponder**?  
[Possible responses: thinking about how you are going to respond to a disagreement; determining if you are going to respond like a shark, turtle, or an owl.]

- What could happen if you didn't **pause and ponder** during a disagreement?  
[Possible responses: we could make a bad decision; we could make the disagreement worse.]
- What are some situations where you might want to **pause and ponder**?  
[Possible responses: if you had a disagreement, if you didn't understand why someone was doing something, if you had big feelings and needed to calm yourself.]

Refer to the story [Talk and Work It Out](#), by Cheri J. Meiners. Stop on the picture of the boy thinking about what to do.



From *Talk and Work It Out*, by C. J. Meiners, illustrated by M. Johnson, 2005

Ask the students:

- What Conflict Management Strategy is the boy using here?  
[Possible response: **pause and ponder**.]
- How does he **pause and ponder**?  
[Possible response: he stops and takes a deep breath to calm himself and think about if he wants to respond like a shark, a turtle, or an owl.]
- What could happen if the boy doesn't **pause and ponder**?  
[Possible response: he might make a wrong decision; he might get into a fight; he wouldn't choose the best way to respond.]

Emphasize that the boy chose to **pause and ponder** because he wanted to think about how he could respond to the conflict over who would play with the ball first. Tell the students that taking the time to **pause and ponder** is a choice. Learning to stop and think about which response you will use and how it will affect the outcome of a situation will help you make a better decision about what to do.

Tell the students they are going to watch a video about a girl named Krista who is having trouble learning to **pause and ponder**. As they are watching the video, they should try and identify which conflict response Krista uses at first. Then they should watch ways Krista learns to **pause and ponder**. Show the video [Staying Calm When I'm Angry](#). Afterward, ask:

- What was Krista's first conflict response?  
[Possible response: she was acting like a shark.]
- What happened when she responded like a shark?  
[Possible responses: Krista became upset, made the situation worse, hurt her friends' feelings.]
- What did Krista learn to do to help her remember to **pause and ponder**?  
[Possible response: she took a deep breath, counted to 10, and thought about what would happen if she responded like an owl.]
- What are some examples of times when you could use the strategy **pause and ponder**?  
[Possible responses: when we have a disagreement with someone, when we feel angry and need to calm ourselves, when we need to think what the other person is feeling.]

Ask the students to work with a partner or by themselves to write or draw what it means to **pause and ponder**. After they write or draw what it means to **pause and ponder**, they should write or draw at least three different situations when they could use the strategy.

**Pause and ponder** means ...

**Pause and ponder** when ...

After the students have written or drawn what **pause and ponder** means and listed times when they could use the strategy, ask a few to share their thoughts. Emphasize that for each situation, they can choose to **pause and ponder**. Summarize the activity by reminding the students to **pause and ponder** anytime they have a disagreement with another person or need to think about their words and actions.

**6. I can pause and ponder to explore conflict responses in myself**




Remind the students they have been learning about conflict management and ways to resolve a conflict. Ask volunteers to explain the strategies **explore conflict responses** and **pause and ponder**. Explain to the students that they will be learning more about themselves and their usual conflict response. Understanding how they usually respond to conflict will help them plan more effective ways to resolve a conflict.

Review the three responses to conflict (shark, turtle, and owl) by asking a few students to explain each response. Emphasize that how they respond to conflict is a choice and that the response they choose will affect what happens next.

Tell the students they are going to play a game where they think about what they would do in different scenarios. Pass out a copy of [Exploring Conflict Responses](#) to each student. Explain that you will read some different scenarios that they may or may not have experienced. After each scenario, they should **pause and ponder** and think about if they would respond like a shark, a turtle, or an owl. Tell them to ask themselves, “What would I do if this happened to me? Would I act like a shark, a turtle, or an owl?” Emphasize that there is no right or wrong answer and that everyone will likely answer differently in each scenario.

Tell the students to put an X in the column showing which conflict response they would use, whether shark, turtle, or owl. Remind them that there are no right or wrong answers in this game and that it is important for them to only think about their answer.

**Exploring Conflict Responses**

	Shark 	Turtle 	Owl 
1.			
2.			
3.			
4.			
5.			
6.			
7.			

8.			
9.			
10.			

Read each of the scenarios below, allowing time for the students to **pause and ponder** and mark their paper.

1. You and your friend both want to be first in line for recess, so you race to the door. Your friend gets there first and says, "Ha, ha, I beat you!" What would you do if this happened to you? Would you be a shark and say, "You cheated! That's why you're first in line"? Would you be a turtle, shrug your shoulders, and go to the back of the line? Or would you be an owl and say, "You can be first this time, but can we agree that it's my turn next time to lead the class to recess?"
2. You got a new soccer ball for your birthday, and your friend asked to play with it during recess. You thought he was going to play soccer with you, but instead he took your ball and won't let you play soccer. What would you do if this happened to you? Would you be a shark, raise your voice, and yell, "I don't want to play soccer with you anyway, and you aren't my friend"? Would you be a turtle and walk away from the soccer game even though you really wanted to play? Or would you be an owl and say, "I'll let you finish playing the game with my ball, but if you won't share it during the next recess, I will leave it inside"?
3. You really wanted to work at the art center first because you love drawing, but another student was already working there, and your teacher asked you to go to the reading center instead. What would you do if this happened to you? Would you be a shark and sigh loudly as you stomped over to the reading center? Would you be a turtle and walk away without explaining why you wanted to go to the art center? Or would you be an owl and go to the reading center but ask the teacher if you could be next at the art center?
4. You and your friend are working at the math center, but you are doing all the work while your friend copies your answers. You are feeling really frustrated. What would you do if this happened to you? Would you be a shark and yell at your friend for not doing their share? Would you be a turtle, avoid saying anything to your friend, and just do all the work yourself? Or would you be an owl and say to your friend, "Could we please divide the work so that each person does their share? I feel frustrated when I do all the work myself"?
5. You and your sister are in a disagreement about whose turn it is to take out the trash. She tells you, "I have taken the trash out more than you! You never do your share!" This isn't true and upsets you. What would you do if this happened to you? Would you be a shark and yell back, "I do my share of the chores! You're a liar"? Would you be a turtle, ignore your sister, and hope she calms down later? Or would you be an owl and say, "I think we are both frustrated. Let's come up with a schedule we can post on the fridge so we know whose turn it is"?
6. You and your friend both want to swing during recess. You start arguing over whose turn it is, and you both say some hurtful things to each other. What would you do if this happened to you? Would you be a shark and continue to argue with your friend until you got the swing? Would you be a turtle and walk away even though you really wanted to swing? Or would you be an owl and say, "We both like to swing. How about we take turns?"
7. Your friend won't talk to you, and you don't know why. When you try to talk to her, she looks away and shrugs her shoulders. You feel hurt that she is treating you this way. What would you do if this happened to you? Would you be a shark, get in her face, and say, "What's your problem?" Would you be a turtle, avoid saying anything, and think, "Maybe she'll talk to me tomorrow"? Or would you be an owl and say, "I don't understand why you won't talk to me, and I feel hurt. Could we please talk?"
8. An older kid is making fun of you for not being able to tie your shoes, and you tell him to mind his own business. Now he's yelling at you for being rude. What would you do if this happened to

you? Would you be a shark and yell back, “Leave me alone. You’re a jerk”? Would you be a turtle and run away from the older kid? Or would you be an owl and say, “I don’t want to argue anymore. It’s a dumb argument anyway, and it’s wasting our time”?

9. Your friend has been hanging around another group of friends instead of you. When you ask her to come over after school, she says she has plans with her real friends. What would you do if this happened to you? Would you be a shark and shout, “You aren’t my real friend either”? Would you be a turtle and avoid saying anything? Or would you be an owl and say to your friend, “We have been friends for a long time, and I care about you. Could we please talk?”
10. Your friend spilt water on your paper, and now you have to start over on writing your paragraph. What would you do if this happened to you? Would you be a shark and yell, “You better help me redo this, or I’ll spill water on your paper too”? Would you be a turtle and start over without saying anything? Or would you be an owl and say, “I know that it was an accident, but now I feel nervous about getting my paragraph done. If you clean up the mess, it will give me more time to redo this”?

After the students have had time to **pause and ponder** and mark the way they would respond to each scenario, ask them to count the number of shark, turtle, and owl responses they have. Explain that the animal with the most marks is the way they usually respond when there is a conflict. Remind the students that there are times when it is okay to be a shark and times when it is okay to be a turtle but that these responses can sometimes make an argument worse. They can hurt our friendships. Ask the students to work with a partner and answer the following questions:

- What is your usual response to conflict? Are you usually a shark, a turtle, or an owl?
- How do you know?

Ask a few students to share their reflections and explain how they usually respond to conflict. Emphasize that everyone has times when they respond like a shark or a turtle. By identifying those times, they can plan ways to manage conflict and respond like an owl.

## 7. I can name a Conflict Management Strategy that is my strength

Show the students the [Conflict Management Strategies Poster](#). Ask them to work with a partner and take turns explaining the two Conflict Management Strategies they have learned so far: **explore conflict responses** and **pause and ponder**.

After the students have reviewed the strategies, ask them to work with a partner so that each of them answers the following questions:

- Which Conflict Management Strategy is easier for you?
- How could you help someone who found this strategy difficult? What would you say to them?

Once the students have identified the strategy that is easier for them, ask them to draw a picture of themselves doing the strategy. For example, a student who considers the strategy **explore conflict responses** a strength might draw themselves acting like an owl and talking through a disagreement with a friend.

After the students have drawn the strategy that is easier for them, ask a few to share their drawing and explain why they consider the strategy their strength. Point out that classmates have different strategies they considered a strength.

Support the students in practicing conflict management by asking them to share their drawings with their parents or guardians and describe the Conflict Management Strategy they consider to be their strength. Refer families to the family guidance resources at [www.cccframework.org/family-guidance](http://www.cccframework.org/family-guidance) to help build conflict management in the home.

## Unit 3: Understanding Anger

### Learning Targets:

8. I can explain what happens to my body when I feel angry
9. I can explain how to **manage my anger**
10. I can identify feelings underneath anger

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u3](http://www.cccframework.org/cm-lessons-pri/#u3)):

- Book or video *When I Feel Angry*, by Sharie Coombes
- Conflict Management Strategies Poster
- Video **Manage My Anger**
- Book or video *Talk and Work It Out*, by Cheri J. Meiners
- Video *Anger Management Techniques for Kids*
- Chart paper
- Feelings Chart
- Video *What Is an Iceberg?*

### Instructional Activities:

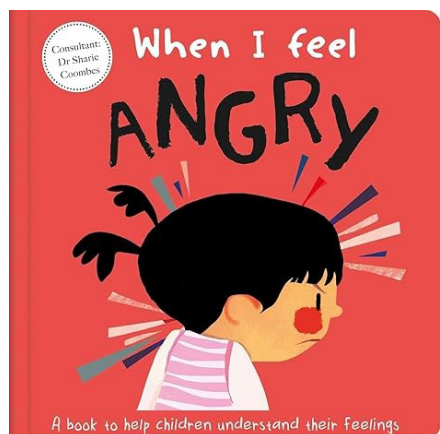
#### 8. I can explain what happens to my body when I feel angry

Remind the students that they have been learning about conflict management and what to do when they experience a disagreement. They have practiced **exploring conflict responses** and learned that they can **pause and ponder** to determine if they want to respond to a conflict by acting like a shark, a turtle, or an owl.

Explain to the students that when we have a conflict with another person, we have big feelings. One of the biggest feelings we might experience is anger. Tell the student that when we begin to experience big feelings, our body sends us signals to let us know. Some signals might include warm cheeks, clenched fists, and a racing heart.

Inform the students that it is important for us to learn to recognize these signals so we know when we feel angry. Learning to recognize our body's signals helps us know that we need to do something to calm ourselves, like take deep breaths or go for a walk. When we don't recognize our body's signals, we can say or do things that make a conflict worse and hurt others or ourselves.

Tell the students they are going to listen to a story about a girl learning to recognize the signals her body sends when she is feeling angry. As they are listening to the story, they should try and identify the different signals. Begin the story [When I Feel Angry](#), by Sharie Coombes.



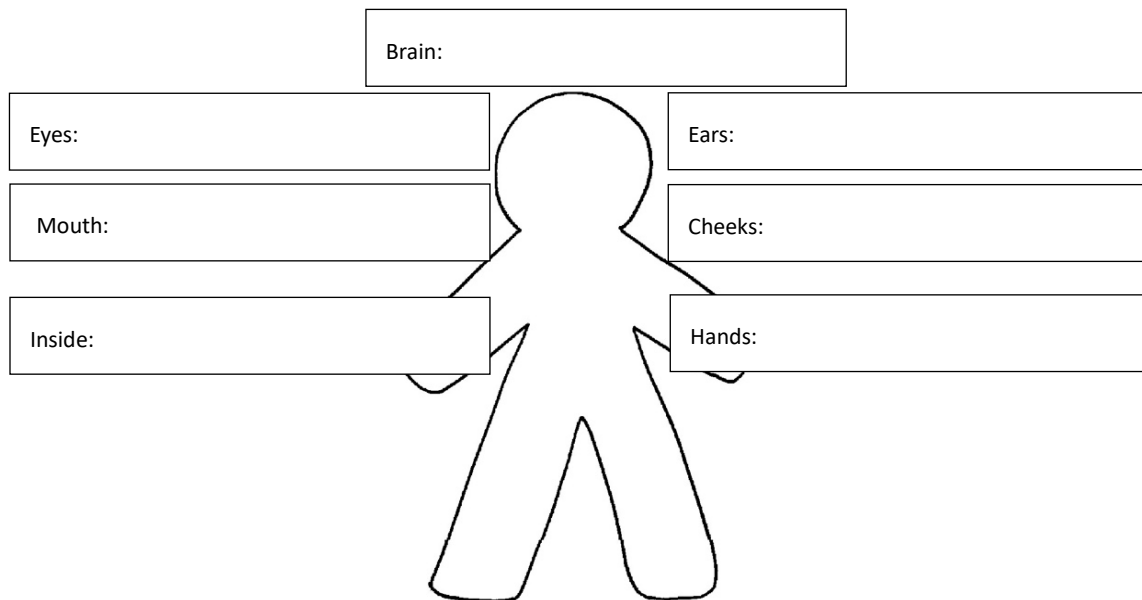
After the story, facilitate a discussion about what happens to the body when we feel angry:

- What happened when the girl felt angry?  
*[Possible responses: she felt hot; she felt red, and she clenched her fists; she felt the anger boiling inside her.]*
- What did the girl want to do when she felt angry?  
*[Possible responses: she wanted to be big and loud.]*
- What happened to the girl's ability to think when she felt angry?  
*[Possible responses: she couldn't think clearly; it was like there was a fog around her.]*
- What did the girl do when she felt angry?  
*[Possible responses: she thought about something cool; she imagined she put her hands in cold water to help her calm down.]*

Summarize the discussion by emphasizing that when we feel angry, our body sends signals to all parts, including our hands, heart, and brain. Ask the students:

- Describe a time when you felt signals from your body.
- Why is it important to notice the signals your body is sending you when you are angry?  
*[Possible response: to help you know when you need to calm down.]*

Tell the students they are going to listen to [When I Feel Angry](#) again. This time, they are going to write about or draw the signals the girl's body is sending to each part. Explain that you will pause and allow them time to write about or draw each signal.



**Possible Answers:**

- Eyes: Can't see clearly.
- Ears: Feel hot.
- Cheeks: Feel red.
- Mouth: Wants to be loud.
- Hands: Are clenched into fists.
- Inside: Is bubbling and boiling.
- Brain: Can't think clearly.



Start the story [When I Feel Angry](#). Stop on the illustration of the girl standing on top of a volcano. Ask the students:

- What signals is the girl's body sending?  
*[Possible response: feeling hot, feeling red, and clenching her fists.]*

Ask the students to write or draw these signals on the diagram. Continue the story, stopping after the phrase "getting hotter and redder until I'm ready to ...," and ask:

- What signals is the girl's body sending here?  
*[Possible response: bubbling and boiling inside.]*

Ask the students to write or draw these signals on the diagram. Then continue the story, stopping after the sentence "I just want to stomp and find a way out," and ask:

- What signals is the girl experiencing now?  
*[Possible response: can't see clearly, can't think clearly, feeling like a fog is around her.]*

Ask the students to write or draw these signals on the diagram. Then finish the story and ask:

- What did the girl do when she noticed signals from her body?  
*[Possible response: she imagined she put her hands in cold water to help her calm down.]*

Summarize the activity by asking the students to share what they have written or drawn. Emphasize that learning to recognize when our body is sending us signals is important so that we know when we need to use calming techniques to **manage our anger**. Tell the students they will learn different calming techniques in the next activity that they can use when they experience signals like these from their body.

## 9. I can explain how to **manage my anger**

Remind the students they have been learning about themselves and ways they manage conflict. Review **pause and ponder** by asking the students to explain the strategy in their own words.

Inform the students that they are going to learn what to do when they feel angry by using the strategy **manage their anger**. Emphasize **manage my anger** on the [Conflict Management Strategies Poster](#).

Tell the students that when they **manage their anger**, they do things like take a few breaths or go for a walk to calm themselves. Learning to **manage their anger** will help them think more clearly and avoid reacting to a situation inappropriately. Facilitate a conversation about when the students have felt angry:

- Describe a time when you have felt angry. What happened to your body? What did you say and do?
- Describe a time when someone else was angry. What did they say and do?

Explain to the students that we all have times when we feel angry but that how we express anger is a choice. We can choose appropriate ways to express anger, like talking calmly or drawing, or we can choose inappropriate responses, like yelling at others, hurting others, or hurting ourselves.

Tell the students they are going to watch a video that will help them better understand the strategy **manage my anger**. Show students the three-minute video [Manage My Anger](#). Facilitate a class discussion about the video:

- What happens when you start to feel angry?  
*[Possible responses: your cheeks feel warm; your heart beats fast.]*



From the video [Manage My Anger](#)

- What can you do to **manage your anger**?  
*[Possible responses: take a few deep breaths, draw your feelings, go for a walk, **pause and ponder**.]*



From the video [Manage My Anger](#)

- Why is it important to **manage your anger**?  
*[Possible responses: you avoid hurting others or hurting yourself; you communicate better.]*

Refer to the story [Talk and Work It Out](#), by Cheri J. Meiners, where the boy is in a disagreement over the ball. Show the students the illustration of the boy calming himself.



From *Talk and Work It Out*, by C. J. Meiners, illustrated by M. Johnson, 2005

Remind them that the boy **managed his anger** by taking a deep breath and calming himself. Tell the students there are many ways to **manage their anger**, some of which they have probably used before.

Explain that they are going to watch a video that will give them some ideas of **managing their anger**. As they are watching the video, they should try and identify different ways to **manage their anger** that are mentioned. Show [Anger Management Techniques for Kids](#).

Afterward, ask the students to list techniques from the video that will help them **manage their anger**. Write each technique on chart paper and consider drawing a simple representation for each technique to support nonreaders. An example list is provided below to help generate ideas for **managing anger**:

- Belly breathing, square breathing, triangle breathing
- Tensing/relaxing muscles
- Writing
- Counting
- Movement (walking away, running, going for a walk, exercising)
- Thinking skills, telling yourself to calm down, letting things go, changing your thoughts
- Communication skills, using “I” statements (“I feel \_\_\_\_\_ when \_\_\_\_\_”), talking to someone, asking for help

After the class has listed anger management techniques, ask a few volunteers to describe a time when they used one of the techniques from the list. Remind the students that they may need to try several techniques before they feel calm. Have them identify two or three techniques they will use over the next week to practice **managing their anger**. Ask them to write or draw their techniques.

To **manage my anger**, I will ...

Summarize the activity by emphasizing **manage my anger** on the [Conflict Management Strategies Poster](#). Remind the students that learning to **manage their anger** will help them resolve a conflict because they are able to understand and explain their feelings more clearly.

## 10. I can identify feelings underneath anger

In this activity, you help students understand that they can experience many emotions at once, especially when they feel angry. They may appear angry on the outside, but inside they may be experiencing big feelings, like hurt, embarrassment, or fear. You will compare anger and the emotions underneath it to an iceberg and provide students with an example of how many emotions can be felt at once. Prepare to teach this activity by cutting apart the [Feelings Chart](#), which you will use as you provide students with an example of how many emotions can be experienced at once.

Review the Conflict Management Strategies **explore conflict responses**, **pause and ponder**, and **manage my anger** by asking volunteers to explain each strategy in their own words. Then ask the students to explain why each strategy is important.

Tell the students that they are going to learn more about themselves by learning more about big feelings, like frustration and embarrassment. They will learn to think about other feelings they could be experiencing that feel like anger but really aren't.

Emphasize that when we feel angry, we might feel our cheeks get warm, have a racing heart, or have difficulty breathing but that there are probably other feelings we have inside, like fear, embarrassment, or hurt. Anger is the emotion that shows on the outside, but there could be many other underlying feelings. Explain that when we feel angry, it is important to think about what other feelings we might have by asking ourselves:

- Am I really angry, or could it be something like hurt or embarrassment?
- Did I misunderstand something?
- Is there another way to look at this?

Tell the students they are going to learn more about anger and other feelings by thinking about an iceberg. Show the students the video [What Is an Iceberg?](#) to help them understand icebergs. After the

video, draw a simple outline of an iceberg on chart paper and write the word “anger” at the top. Emphasize that icebergs extend under the water. Tell the students that when we experience anger, we are like icebergs because on the outside, we seem angry, but underneath, there are other feelings.

Provide the students with a personal example of a time when you seemed angry but underneath there were other emotions. You can also use the following example.

**Example:**

When I was younger, my best friend and I did everything together. We were in the same classes at school and liked the same sports. One day, we both decided we were going to join a basketball team. At first, it was fun. We went to practices together and played against each other in my driveway, but during the first game, my friend got to play the whole time, and she even made several baskets. I got to play at the end of the game, but I didn’t do very well. After the game, the coach told the team that my friend had done very well and had helped us win the game. I started to feel **angry**. I had gone to practices and worked hard too! Why didn’t I get to play as much? My face felt warm, and my heart was beating fast. After the game, my friend asked me if something was wrong, and I yelled, “I hate basketball! I don’t want to be on your team anymore!” My friend said I needed to cool off and suggested I go for a walk. While I was walking home, I thought about my feelings. I realized that even though I had seemed angry to my friend, there were other feelings. I was **disappointed** when I didn’t get to play very much of the game, and even though I wanted to be a good friend, I felt **jealous** that she had done so well during the game. I also felt **sorry** for yelling at my friend.

As you are providing your example, tape the [Feelings Chart](#) emotions you describe to the bottom part of the iceberg you drew.

After the example, emphasize that even though anger was the emotion you showed on the outside, there were other emotions you were experiencing. Explain to the students that when we feel anger, there are many emotions underneath that anger, just like an iceberg has much more ice hidden under the water. It’s important to think about what other emotions you are feeling or whether there is another way to look at the situation.

Tell the students to work with a partner and draw a simple iceberg on paper. Then give each group a copy of the [Feelings Chart](#) and ask them to cut apart each square. Explain that you will give them several scenarios where there are many underlying feelings. They should think about what other feelings are possible in each scenario. Then they should move each feeling to the bottom of the iceberg. After you read each scenario and the students have selected possible feelings, ask them to share their feelings and explain why those might be the underlying feeling for the scenario.

**Scenarios:**

- Your mom was late to pick you up from school, and almost everyone else had been picked up. You told her you felt angry when she was late, but what other emotions might you be feeling?
- You had been planning on your friend playing video games with you after school. You even got his favorite snack so you could share it while you played, but he told you that his mom wouldn’t let him come over. You felt mad at your friend for canceling, but what other emotions might you be feeling?
- Your teacher asked you to redo your math problems after school. You felt angry at her for making you redo them, but what other emotions might you be feeling?
- Your friends were all playing soccer during recess, but when you asked to join, they said they had enough players. You felt angry at them for not letting you play, but what other emotions might you be feeling?

- Your sister told you that she didn't think your drawing was very good. You felt angry at her, but what other emotions might you be feeling?

Once the students have practiced identifying underlying emotions, emphasize that they can feel many emotions at once. Remind them that when they feel angry, they should ask themselves what other emotions they might be feeling and whether there is another way to think about the situation. They should also remember to ***manage their anger*** by using a calming technique.

## Unit 4: Understanding Why the Conflict Happened

### Learning Targets:

11. I can explain why *uncovering reasons for the disagreement* is important
12. I can practice *uncovering reasons for the disagreement*

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u4](http://www.cccframework.org/cm-lessons-pri/#u4)):

- Video *Uncover Reasons for the Disagreement*
- Conflict Management Strategies Poster

### Instructional Activities:

#### 11. I can explain why *uncovering reasons for the disagreement* is important

Remind the students they have been learning about themselves and what they usually do when there is a conflict. They have learned to use the strategy *pause and ponder* to *explore conflict responses* in themselves and determine if they usually act like a shark, a turtle, or an owl when a disagreement occurs. They have also learned that we all experience anger and we have a choice in how we respond to it. They have learned the importance of *managing their anger* and different techniques for *managing their anger*.

Review the list of techniques for managing anger the students brainstormed in [Unit 3, Activity 9](#), and facilitate a class discussion:

- Which of these techniques for *managing your anger* have you tried recently?
- What was the result? What happened when you were able to calm yourself?
- Describe a time when you forgot to *manage your anger*. What happened? What was the result?

Inform the students that we all have times when we forget to *manage our anger* and we react inappropriately or too quickly in a situation. Inappropriate or quick responses can cause a disagreement or make a disagreement worse. Forgetting to *manage your anger* is one way you contribute to a disagreement because it can hurt someone's feelings.

Emphasize that there are many things we can say and do that could cause a disagreement even if we didn't mean to. Explain that part of learning conflict management is learning to think about how our words and actions could have led to a problem or disagreement. When we think about how our words and actions could have made the other person feel, we are using the strategy *uncover reasons for the disagreement* to think about our part in the disagreement. When you *uncover reasons for the disagreement*, you might ask yourself:

- How did my words make the other person feel? Could I have chosen different words?
- Could the other person have misunderstood what I was trying to say?
- How did my actions make the other person feel? Should I have done something differently?

Tell the students they are going to watch a video that will help them understand the strategy *uncover reasons for the disagreement*. Show the three-minute video [Uncover Reasons for the Disagreement](#). After the video, facilitate a class discussion about what it means to *uncover reasons for the disagreement*:

- What do you do when you *uncover reasons for the disagreement*?  
[Possible responses: you stop and think about what you did to make the other person mad; you think about how your words made the other person feel; you think about your actions and if they could have upset the other person.]



From the video [Uncover Reasons for the Disagreement](#)

- Why is it important to **uncover reasons for the disagreement**?  
[Possible responses: so you learn to think about what you say, so you can determine if you said or did something that upset the other person.]
- What would happen if you didn't **uncover reasons for the disagreement**?  
[Possible responses: you might keep upsetting people without realizing it; you would hurt people's feelings; you wouldn't think you ever did anything wrong.]

Emphasize to the students that **uncovering reasons for the disagreement** requires us to think about how our words and actions could make the other person feel. Even if you didn't mean to hurt the other person, your words and actions could still cause a disagreement.

Tell the students that they are going to practice **uncovering reasons for a disagreement** by thinking about some reasons a disagreement has happened. Explain to the students that you will describe a disagreement that has happened between two friends. They should work with a partner and practice **uncovering reasons for the disagreement** by asking:

- What did each person say and do that could have been confusing?
- Is there another way to look at the disagreement?

Read the following scenario:

Katie and Dawn both love art class. When their teacher explained that their first art project of the year would be to paint a picture of anything they wanted, all the students were excited. Katie decided to paint a picture of her dog, Bingo. She painted his fluffy yellow coat and his red collar. After art class, she put the painting safely in her backpack and was excited to show it to her dad. Dawn also decided to draw her dog, Biscuit. He had a fluffy yellow coat and a red collar too. Dawn was so excited to show her friend Katie the painting that she waited for her after school. When Dawn showed her painting to Katie, Katie looked at it, and her face became red. Then she yelled, "Why do you always have to copy everything I do!" Dawn didn't know what to do, and she couldn't understand why Katie was so upset.

Tell the students to help Dawn **uncover reasons for the disagreement** by working with a partner and answering these questions:

- What did each person say and do that could have been confusing?
- Is there another way to look at the disagreement?

After a few minutes, ask the students to summarize what they talked about with their partner. Then ask the students:

- Why was it important for Dawn to **uncover reasons for the disagreement**?  
[Possible responses: so she could understand why Katie was upset, so she could remain friends with Katie.]

- What would happen if Dawn didn't **uncover reasons for the disagreement**?  
[Possible responses: Dawn's feelings could still be hurt; she might not want to be friends with Katie anymore.]

Summarize the activity by emphasizing that **uncovering reasons for the disagreement** means thinking about how our words and actions could affect others. Even if it isn't intentional, we can still say and do things that upset another person. Just like Dawn didn't realize she had painted a picture similar to Katie's, we might not realize at first that our words or actions have hurt someone else.

## 12. I can practice **uncovering reasons for the disagreement**

Review each of the Conflict Management Strategies the students have learned so far: **explore conflict responses**, **pause and ponder**, **manage my anger**, and **uncover reasons for the disagreement**. Emphasize them on the [Conflict Management Strategies Poster](#) and ask the students to explain them in their own words. Remind the students that in the last activity, they learned how to **uncover reasons for the disagreement** by thinking about how their words and actions could affect another person.

Tell the students they are going to practice **uncovering reasons for the disagreement** by working with a partner. Explain that you will read several scenarios where a disagreement has taken place. They will work with a partner to **uncover reasons for the disagreement**. After each scenario, ask the students to share their ideas.

- Your friend showed you his painting from art class, and you said, "I don't think it's very good." He yelled at you and said you were mean. Now you aren't talking to each other. How did your words or actions contribute to the disagreement?
- Your friend asked if she could use your eraser. You rolled your eyes and said, "Okay." Even though you let her use your eraser, she is telling everyone you don't like her. How did your words or actions contribute to the disagreement?
- Another student in the class wanted to read the same book as you, but it was your turn to read it, so you ignored her when she asked you to give it to her. How did your words or actions contribute to the disagreement?
- You were racing with a friend to get to the swings for recess, and he fell. You laughed at him, and now he won't talk to you. How did your words or actions contribute to the disagreement?
- You told your friend you were better at math than she was because you got done with your paper first. She yelled at you and told you to leave her alone. How did your words or actions contribute to the disagreement?
- You were helping your sister learn to write her name, so every time she made a mistake, you said, "Wrong." Even though she was writing the wrong letters, she got mad at you and told you to go away. How did your words or actions contribute to the disagreement?
- You accidentally tripped your friend when you were walking to music class, but he was okay, so you didn't worry about apologizing. Now he is telling everyone you are mean. How did your words or actions contribute to the argument?

After each scenario, remind the students that even when we don't mean to, we can hurt someone's feelings or upset them, which can lead to an argument. When the students are in a disagreement, they should remember to **uncover reasons for the disagreement** and think about how their words or actions could have made another person feel.



## Unit 5: Choosing My Actions During a Conflict

### Learning Targets:

13. I can **plan my response**
14. I can explain how to **voice my perspective**
15. I can practice **voicing my perspective**

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u5](http://www.cccframework.org/cm-lessons-pri/#u5)):

- Video **Plan My Response**
- Chart Paper
- Conflict Management Strategies Poster
- Video **Voice My Perspective**
- Video *Understanding Someone Else's Perspective*

### Instructional Activities:

#### 13. I can **plan my response**

Review the different conflict responses by asking the students to describe acting like a shark, a turtle, or an owl. Remind the students that there are times when it is appropriate to act like each animal. When they **pause and ponder** and think about how they want to or should respond, it will help them choose the best response.

Tell the students they are going to learn a new strategy that will help them decide what they should do when they have a disagreement. The strategy is called **plan my response**. When we **plan our response** to a conflict, we **pause and ponder** what could happen if we responded like a shark, a turtle, or an owl.

Explain to the students that they are going to watch the video [Plan My Response](#). As they are watching the video, they should listen closely for what you do when you **plan your response**. Show the three-minute video [Plan My Response](#). After the video, ask:

- What do you do when you **plan your response**?  
[Possible responses: you think about what you want to say and do; you decide the best way to respond to the disagreement.]



From the video [Plan My Response](#)

- How does **planning your response** help you during a disagreement?  
[Possible responses: it helps you decide the best way to respond; it helps you choose the response that will lead to an outcome you want.]

Draw a simple outline of a stoplight on large chart paper. Explain to the students that when we **plan our response** to a disagreement, we think about *when* we should respond and *how* we should respond. Emphasize that we don't need to respond to all conflicts right away.

Red light moment: There are situations when it is okay to ***pause and ponder*** and take some time before we respond. For example, if we were having big feelings and needed to take some time to ***manage our anger***, we wouldn't respond right away. When we have a lot of emotions, we need to calm ourselves first so that we can think about the disagreement clearly. If we need to calm ourselves and the situation is not an emergency, we can think of it as a red light moment. Because our feelings are all mixed up, it is not the best time to respond to the disagreement. We could end up saying or doing something that would hurt ourselves or others.

Yellow light moment: There are also situations when others might need a little time to calm themselves. Maybe we notice that during the discussion, the other person seems upset with big feelings and may need to take a break. We can think of such a situation as a yellow light moment, and we should proceed with caution. We can pay attention to the other person's emotional response and, if they are getting upset, use caution and propose taking a break. If you notice the other person getting upset, you could say, "How about we take a break and come back and talk about this later?"

Green light moment: There are also situations when we feel calm and know we can respond to the conflict appropriately. For example, you might not have big feelings if your friend cut in front of you in line but it was your turn to lead the class to music. You could calmly and respectfully say, "It is my turn to lead the line. Please go further back." We can think of such a situation as a green light moment.

Tell the students that we can also think of green light moments when there is an emergency and we need to get help during a conflict. For example, if your friends were fighting and one of them hurt the other, that would be a green light moment because you would need to do something right away.

Share the following examples with the students and ask them to determine if they are red, yellow, or green light moments.

- You and your brother are arguing over whose turn it is to take out the trash. The argument has become so heated you feel angry and short of breath, and you want to shout at him.
- Your friend lost your eraser, but it was almost all used up anyway, so you don't really care.
- Your friend didn't save you a seat during lunch, so you wanted to talk with her about your hurt feelings, but she started becoming very defensive and angry.

Explain to the students that once they have determined *when* they plan to respond to the conflict, they need to determine *how* they will respond to the conflict. Do they want to respond like a shark, a turtle, or an owl?

Remind the students that acting like a shark means you care mostly about yourself and don't care if you lose a friendship in the process. The most important thing is to get what you want. When you respond like a turtle, you avoid the conflict and hope that it will go away even if your feelings are hurt and you don't get what you want. When you respond like an owl, you listen to the other person, share your own feelings, and together you decide what to do next.

Emphasize that how we respond to a conflict is a choice and that we want to think carefully about our choices. We can use questions like:

- Would this response make me feel better or worse?
- Would this response help the situation or make it worse?
- How could this response make the other person feel?

Ask the students to discuss the outcome of each scenario above if they responded like a shark, a turtle, or an owl. Then tell the students they are going to play a game where they decide when and how they want to respond to a conflict. The game is called Red Light, Green Light, Respond. During the game, you

will read a scenario, and they will work with a partner to decide *when* they will respond by choosing the red light, yellow light, or green light. Then they will decide *how* they will respond by acting like a shark, a turtle, or an owl. Emphasize that there are no right or wrong answers and that each set of partners might choose something different. Explain that they will share their ideas with the class after each scenario. Read each scenario to the students. After each scenario, remind the students to work with a partner and decide if it is a red, yellow, or green light moment. Then they should discuss how to respond to each scenario by deciding if they will act like a shark, a turtle, or an owl. After the students have decided when and how they will respond, ask them to share their ideas and predict the outcome of the situation based on their response.

Scenario	Is this a red light, yellow light, or green light moment?	Will you respond like a shark, a turtle, or an owl?	Predict the outcome based on your response.
1. You forgot to fill out your reading log at home, and the teacher asked you to stay in from recess to do your reading. You feel frustrated because you want to go to recess. Your fists are clenched, and there are tears in your eyes. You want to shout at the teacher.			
2. You told your friend it was your turn to play with the basketball, but he ran ahead of you and got it first. You feel disappointed but notice some of your other friends playing on the slide, which seems fun.			
3. Your brother said you weren't as smart as he is because it took you a long time to learn to tie your shoes. You know your brother loves you, but you wish he wouldn't make fun of you.			
4. You love playing games on the iPad during free time, but all the iPads are taken. You know that the teacher will set the timer and you will probably get to use an iPad next.			

<p>5. You told your friend that you were getting a new video game for your birthday. He yelled at you and said, "Quit bragging!" You don't understand why he is mad, but he really hurt your feelings.</p>			
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For older students, have them draw a color and an animal, then develop their own scenario and explain the likely outcome.

Summarize the activity by reminding the students to **pause and ponder** and **plan their response** when they have a disagreement. **Planning their response** will help them choose the best response for the situation.

#### 14. I can explain how to *voice my perspective*

Ask the students to work with a partner and review the Conflict Management Strategies **explore conflict responses, pause and ponder, manage my anger, uncover reasons for the disagreement, and plan my response**. Each partner should take turns describing a Conflict Management Strategy in their own words.

Remind the students they have been learning how to manage conflict by thinking about their part in an argument and the effects their words and actions could have on the other person involved in the argument.

Tell the students they will learn a new strategy to help manage conflict. The strategy is called **voice my perspective**. Emphasize this strategy on the [Conflict Management Strategies Poster](#). Explain that a perspective is how a person sees or experiences something. Emphasize that we all have different perspectives because we all have experienced different things in life. For example, you and your friend went to see a movie about dragons, and he loved it. Now he even wants to pretend to be dragon slayers whenever he comes to your house. But you thought the movie was scary, and you don't like pretending to fight dragons. You both went to the same movie, but each of you had a different perspective.

When you **voice your perspective**, you explain how you think or feel based on what you know about or have experienced. Show the students the three-minute video [Voice My Perspective](#). Then facilitate a discussion about the strategy:

- How would you explain the strategy **voice my perspective**?  
*[Possible response: it means you explain how you think or feel, even when it isn't the same as the other person.]*



From the video [Voice My Perspective](#)

- Why is it important to **voice your perspective** during a disagreement?  
*[Possible response: so others understand how you feel.]*
- What would happen if you didn't **voice your perspective** during a disagreement?  
*[Possible responses: the disagreement wouldn't get resolved; the other person wouldn't understand how we feel.]*

Explain that during a disagreement, each person has a different perspective and that understanding each other's perspective, or point of view, will help them resolve the conflict. Neither perspective is right or wrong; they are just different. Emphasize that students should **voice their perspective** by using the sentences "I feel \_\_\_\_\_ when \_\_\_\_\_" and "I think \_\_\_\_\_ because \_\_\_\_\_."

Inform the students that to help them understand perspective, they will watch another video where two characters have different perspectives. Show the video [Understanding Someone Else's Perspective](#). Ask the students to summarize the video:

- What happened in the video?  
*[Possible response: two characters were arguing over a drawing because each character saw a different animal.]*
- Why did each character see a different animal?  
*[Possible response: they were looking at the drawing from different sides.]*
- Describe a time when you thought or felt something different than your friend.

Refer to the scenario about [Katie and Dawn](#) (in Unit 4, Activity 11). Remind the students that each friend had a different perspective, which caused a problem. Ask the students:

- What was Katie's perspective?  
*[Possible response: she thought Dawn was copying her and became upset.]*
- What was Dawn's perspective?  
*[Possible response: she was excited to show Katie her painting and couldn't understand why Katie was upset with her.]*
- How could Katie **voice her perspective** using the sentence "I feel \_\_\_\_\_ when \_\_\_\_\_"?  
*[Possible response: "I felt frustrated when it seemed that you copied my idea of painting my pet."]*
- How could Dawn **voice her perspective** using the sentence "I feel \_\_\_\_\_ when \_\_\_\_\_"?  
*[Possible response: "I felt confused when you yelled at me, because I thought you would like my painting of my dog."]*
- Why is it important for each character to **voice their perspective**?  
*[Possible responses: so that they understand each other; understanding each other can help them start to resolve the problem or help them understand why the conflict started.]*

Summarize the discussion by explaining that the problem was caused by different perspectives. Katie thought that Dawn had copied her idea of painting her pet, and Dawn thought Katie would be excited to see her painting. They had different perspectives about the painting. The two characters in [Understanding Someone Else's Perspective](#) also had different perspectives. They were looking at the same drawing, but one saw a rabbit, and the other saw a duck. It is important to **voice your perspective** so that the person begins to understand you.

### 15. I can practice voicing my perspective

Remind the students that they have been learning about perspectives and that everyone has a different perspective based on their own thoughts and feelings about a situation. Emphasize that the characters in the video [Understanding Someone Else's Perspective](#) and the scenario about [Katie and Dawn](#) (in Unit

4, Activity 11) had different perspectives because each of them had different thoughts and ideas about things.

Tell the students that they learned in the last activity why it is important to **voice their perspective** when there is a disagreement. They practiced **voicing the perspectives** of characters from the videos. Remind the students that learning to **voice our perspective** will help us explain our feelings or actions during a disagreement and help the other person to understand us. Emphasize that we can **voice our perspective** by using the sentences “I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_.”

Explain to the students that they are going to practice **voicing their perspective** by playing a game. The game is called This or That. During the game, they will explain their perspective on different things by using the sentences “I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_.” Inform them that you will give them two choices. They will find a partner and practice **voicing their perspective** by explaining which choice they like better. After each set of choices, the students will find a new partner and practice **voicing their perspective**.

Use the list of topics below or generate your own topics based on your students’ needs or interests.

**Voice your perspective** on:

1. Chocolate or vanilla ice cream
2. Reading books or drawing pictures
3. Watching TV or playing a game
4. Singing or dancing
5. Working at the math center or at the reading center
6. Cats or dogs
7. Hamburgers or hot dogs
8. Playing in the snow or swimming
9. Cake or cookies
10. Basketball or soccer

After the game, facilitate a class discussion about the strategy **voice my perspective**:

- What happened when you **voiced your perspective**?  
*[Possible responses: I felt different about something than my partner; I learned something about my partner.]*
- How did you feel when you **voiced your perspective**?  
*[Possible response: I felt like someone was listening to me; I liked explaining myself to another person.]*
- What would happen if you were afraid to **voice your perspective**?  
*[Possible responses: we wouldn’t understand each other; your feelings or ideas wouldn’t ever be heard.]*

Summarize the activity by reminding the students they have been learning why it is important to **voice their perspective**. Emphasize the strategy on the [Conflict Management Strategies Poster](#). Remind the students that when they experience a conflict, **voicing their perspective** will help them explain their words and actions.

## Unit 6: Understanding Others During a Conflict

### Learning Targets:

16. I can explain empathy and describe how I could show empathy
17. I can explain why *seeking to understand perspectives* is important
18. I can practice *seeking to understand perspectives*
19. I can *listen and summarize*

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u6](http://www.cccframework.org/cm-lessons-pri/#u6)):

- Video *Understanding Someone Else’s Perspective*
- Video *Show Empathy*
- Feelings Chart for each student
- Video *Feelings Quiz for Kids*
- Conflict Management Strategies Poster
- Video *Seek to Understand Perspectives*
- Book or video *Talk and Work It Out*, by Cheri J. Meiners
- Book or video *A Tale of Two Beasts*, by Fiona Robertson
- Video *Listen and Summarize*

### Instructional Activities:

#### 16. I can explain empathy and describe how I could show empathy

Explain to the students that they have been learning about themselves and ways their words, actions, and behaviors could contribute to a conflict. By using the strategy *uncover reasons for the disagreement*, they can consider how their own words and actions might be perceived by another person during a disagreement.

Review the events from the scenario about [Katie and Dawn](#) (in Unit 4, Activity 11) and the video [Understanding Someone Else’s Perspective](#). Emphasize that the characters in both experienced a situation differently based on their perspectives. Tell the students that they will learn how to think about another person’s thoughts and feelings when they have a conflict.

Inform the students that learning to think about how others feel in a conflict begins with understanding empathy and ways to show empathy to others. Ask the students:

- Have you ever heard the saying “Put yourself in someone else’s shoes”?
- What does it mean?

Tell the students they will watch a video that will help them understand what empathy is and how to show it. Show the two-minute video [Show Empathy](#). Afterward, facilitate a class discussion about why it is important to show empathy:

- How would you explain empathy?  
*[Possible responses: it means that you think about how the other person feels by remembering a time when you felt that way; you show that you understand how they feel.]*
- Why is it important to stop and think about how others feel during a disagreement?  
*[Possible responses: to show respect, to help us understand each other, to be a better friend.]*

Explain to the students that there are three actions they should do to show empathy. First, they should look at the person by viewing their facial expressions and body language. When they observe the other person, they should think about what feelings that person might be experiencing based on their facial expressions and body language.

Next, they should think about how the other person might be feeling, and try to identify their feelings. They should remember that the emotions we show on the outside are sometimes different than the ones we feel on the inside, like with the Anger Iceberg, from [Unit 3, Activity 10](#). Remind the students they can also use the [Feelings Chart](#) to help them identify the other person's feelings.

Finally, they should ask questions to help them understand the other person. They might ask, "Why are you feeling this way?" They could also ask the other person to describe their feelings and what made them feel this way.

Explain to the students that they are going to play a game where they practice showing empathy. You will show them pictures, and they will observe the facial expressions and body language of the person in the picture. They should use the [Feelings Chart](#) to try and name the person's feelings. Finally, they should create a question they could ask the person to help them understand the feelings they are experiencing.

Show the video [Feelings Quiz for Kids](#). The video will show 14 different photos of people experiencing emotions. Pause the video after each photo and ask the students:

- What do you think this person is feeling based on their facial expressions or body language?
- Use the [Feelings Chart](#) to name a feeling this person could be having.
- What question could we ask this person to help us understand their feelings?

After the students have finished viewing the video, emphasize that they are learning how to think about another person's feelings. Explain that when they have a disagreement with another person, it is important to stop and think about the person's feelings so that they can understand them and begin to resolve the disagreement.

For an additional activity that supports students in learning how to show empathy, see [Assertiveness Lessons \[Primary\]](#), Unit 4, Activity 13.

### **17. I can explain why *seeking to understand perspectives* is important**

Remind the students they have been learning about how to understand others' thoughts and feelings during a disagreement. In the last activity, they learned how to show empathy. Ask a few students to explain how they could show empathy to someone.

Tell the students they will learn a new strategy that will help them understand the other person. The strategy is called ***seek to understand perspectives***, and it includes showing empathy. Emphasize this strategy on the [Conflict Management Strategies Poster](#). Explain to the students that they have already learned how to ***voice their perspective*** and why it is important to do so during a disagreement. Facilitate a class review of what perspective means and how to ***voice their perspective***:

- How would you explain the word "perspective"?  
*[Possible responses: the way you feel about something is your perspective; the way someone else feels about something is their perspective; how a person thinks or feels about a situation.]*
- How do you ***voice your perspective***?  
*[Possible response: you use the sentences "I feel \_\_\_\_\_ when \_\_\_\_\_" and "I think \_\_\_\_\_ because \_\_\_\_\_" to explain what you feel and think.]*

Remind the students that they practiced ***voicing their perspective*** in [Unit 5, Activity 15](#), by using the sentences "I feel \_\_\_\_\_ when \_\_\_\_\_" and "I think \_\_\_\_\_ because \_\_\_\_\_" to ***voice their perspectives*** on different topics. Inform the students that in this activity, they will learn how to ***seek to understand***



**others' perspectives.** *Seeking to understand perspectives* is important because it will help them understand the other person and includes showing empathy.

Show the three-minute video [Seek to Understand Perspectives](#). Afterward, discuss the importance of **seeking to understand perspectives** during a disagreement:

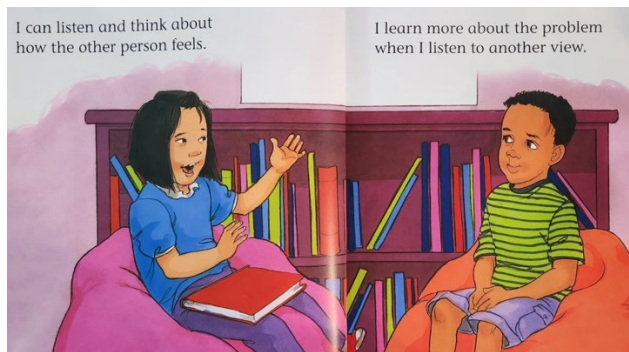
- What do you do when you **seek to understand perspectives**?  
[Possible responses: you put yourself in the other person's shoes; you think about how they feel; you can ask questions to help you understand the other person's perspective.]



From the video [Seek to Understand Perspectives](#)

- When should you use the strategy **seek to understand perspectives**?  
[Possible response: when we have a disagreement and we can't understand the other person's actions or feelings.]
- How can **seeking to understand perspectives** help you?  
[Possible responses: it helps you understand the other person; it helps you show empathy; it can help you understand why there is a disagreement.]

Refer to the story [Talk and Work It Out](#), by Cheri J. Meiners. Discuss the point in the story where the boy is listening to the girl.



From *Talk and Work It Out*, by C. J. Meiners, illustrated by M. Johnson, 2005

Ask the students what is happening in the picture. Emphasize that the boy is trying to understand the girl's perspective by listening and thinking about how she feels. He is **seeking to understand her perspective**. Continue the discussion by asking the students to share examples of times when they had different perspectives than their friends, siblings, or parents:

- When have you had a different perspective than your friend?
- Why do you think you had different perspectives?
- What did you do to try and understand your friends' perspective?

Tell the students that people have different perspectives on situations because they have different experiences in life. Neither perspective is necessarily correct or incorrect; they are just different. When

we don't try to understand the other person's perspective, we aren't showing empathy or respect to them. Tell the students that they are going to hear a story about two characters that had completely different perspectives about a situation. As the students are listening to the story, they should think about each character's actions and feelings and try to identify their perspective.

Begin the story [A Tale of Two Beasts](#), by Fiona Robertson. Stop after Part 1. Discuss what has happened:

- Describe the girl's perspective about finding a pet squirrel. How does she feel? What does she do?  
*[Possible responses: she feels excited to have a pet; she wants to make him comfortable, so she builds him a home and gives him clothes; she thinks she is being a good friend.]*
- How do you think the squirrel is feeling? What do his facial expressions tell us about his perspective?  
*[Possible responses: he looks nervous or scared; he may not like living with the girl.]*

Continue the story. Afterward, discuss the events from Part 2:

- Describe the squirrel's perspective. How does he feel? What does he do?  
*[Possible responses: he doesn't like the girl; he doesn't like the clothes or the house the girl built for him; he doesn't like being captured.]*
- How is each character's perspective different?  
*[Possible responses: the girl likes having a pet and giving him food and shelter; the squirrel feels like he has been captured and doesn't like the clothes or house.]*
- What could the girl have done to understand the squirrel's perspective?  
*[Possible responses: she could have observed his facial expressions and body language to try and understand; she could have asked the squirrel questions, like "Do you like your new clothes?" or "Do you like living in a box?"]*
- What could the squirrel have done to understand the girl's perspective?  
*[Possible responses: he could have observed her facial expressions and listened to her; he could have asked her questions, like "Why did you capture me and take me to your house?" or "Why do you want me to be with you?"]*

Emphasize that the characters had different perspectives about the same situation. Tell the students they are going to write or draw about **seeking to understand perspectives**. Use these prompts:

**Seeking to understand perspectives** means ...

When I **seek to understand perspectives**, I ...

After the students have had time to write or draw about **seeking to understand perspectives**, ask a few to share. Summarize the activity by reminding them that it is important to **seek to understand perspectives** when we have a disagreement. When we **seek to understand perspectives**, it helps us begin to resolve the disagreement by understanding each other.

### 18. I can practice **seeking to understand perspectives**

Ask the students to work with a partner, use the [Conflict Management Strategies Poster](#), and take turns explaining each of the strategies they have learned so far: **explore conflict responses, pause and ponder, manage my anger, uncover reasons for the disagreement, voice my perspective, seek to understand perspectives**, and **plan my response**. Each partner should take turns describing a Conflict Management Strategy in their own words.

Remind the students they have been learning how to understand others when there is a disagreement. Emphasize that learning to understand others is called **seeking to understand perspectives**. When we

**seek to understand perspectives**, we show respect to another person by trying to understand why they feel different than we do during a disagreement.

Review the events from [A Tale of Two Beasts](#) and the fact that each character had a different perspective. Use the illustration in [Talk and Work It Out](#) of the boy listening to the girl to emphasize that **seeking to understand perspectives** is an important part of resolving a conflict.



From *Talk and Work It Out*, by C. J. Meiners, illustrated by M. Johnson, 2005

Tell the students they are going to practice the strategy **seek to understand perspectives** by thinking about the other person’s words and actions in different situations and trying to identify their perspective. Explain that a way they can **seek to understand perspectives** is to ask themselves two questions:

- What could be the reasons the person said or did that?
- What emotions are they feeling?

When they ask themselves these questions, it helps them to understand the other person’s perspective, including their actions and feelings. Explain to the students that you will read a scenario. For each scenario, they should imagine that the conflict has really happened to them. You will ask them questions related to the scenarios, and they should use the [Feelings Chart](#) to help them answer the questions and **seek to understand perspectives**.

**Scenarios:**

Your mom raises her voice and says, “No!” when you ask for money to buy candy.	What could be the reasons your mom says no to candy?	What emotions might she be feeling?
Your friend is calling you names.	What could be the reasons your friend is calling you names?	What emotions might he be feeling?
Your sister won’t talk to you.	What could be the reasons your sister isn’t talking to you?	What emotions might she be feeling?
Your friend won’t play with you during recess.	What could be the reasons your friend won’t play with you?	What emotions might she be feeling?
Your dad won’t let you leave the table until you have taken a few bites of vegetables.	What could be the reasons your dad is making you eat your vegetables?	What emotions might he be feeling?
Your teacher says you can’t go out to recess unless you wear your coat.	What could be the reasons your teacher is making you wear a coat?	What emotions might she be feeling?

Summarize the activity by reminding the students that when there is a conflict, **seeking to understand perspectives** will help them understand why the other person said or did something. **Seeking to understand perspectives** helps them identify why a conflict has occurred and think about how they can resolve the conflict. Remind the students that when they don’t agree with another person or when they don’t

understand the actions of another person, they should imagine they are the other person and use the strategy **seek to understand perspectives**. When we understand each other, we can work together to resolve the conflict.

### 19. I can **listen and summarize**

Ask the students to work with a partner and review what they have learned about understanding others during a disagreement. Ask them to take turns responding to these prompts:

- How would you describe the strategy **seek to understand perspectives**?  
*[Possible responses: it means you try to understand the other person's point of view, how they feel, why they were upset during a disagreement; you show empathy.]*
- Why is **seeking to understand perspectives** important during a conflict?  
*[Possible responses: it means that we care about the other person and want to resolve the conflict; we have to understand how the other person feels so we can think about how to resolve the conflict.]*

Tell the students that they are going to learn a new strategy that will help them understand others' during a disagreement. Emphasize the strategy **listen and summarize** on the [Conflict Management Strategies Poster](#) and explain that when they have a disagreement with someone, it is important to let the other person explain their thoughts, feelings, and actions. Learning to **listen and summarize** what the other person has said during a conflict will help us understand them and what we can do to resolve the conflict.

Inform the students that when they use the strategy **listen and summarize** to understand the other person, they should: 1. make eye contact with the other person, 2. listen carefully to what the person is saying, and 3. use their own words to repeat back what was said. They can use phrases like "It sounds like ..." or "In other words ..." to help them summarize what the other person has told them. Inform the students that they are going to watch a video that will help them learn more about the strategy **listen and summarize**. Show the two-minute video [Listen and Summarize](#) and then discuss the strategy.

- What do you do when you **listen and summarize**?  
*[Possible response: you make eye contact, listen carefully, and use your own words to explain what the other person said.]*



From the video [Listen and Summarize](#)

- Why is it important to **listen and summarize** during a disagreement?  
*[Possible responses: to help you understand the other person; understanding the other person helps you think about how to resolve the disagreement.]*

Tell the students they are going to practice the strategy **listen and summarize**. Explain that you will pretend to be a character in three different stories that they probably know. You will explain a conflict

that is happening, including how you feel and what you want to happen. Then they should work with a partner to **listen and summarize** what you have said as the character. Remind the students that when they **listen and summarize**, they will need to look at you, listen closely to what you are saying, and explain what you have said using their own words. Read the first scenario to the students:

1. The Wolf: My name is Mr. Wolf, and I am having a disagreement with three little pigs. I want to be friends with them, so I go to each one's house and knock on their door. I say, "Little pig, let me come in," and they always say, "No!" When they say no, it makes me feel hurt and angry because I really want to be friends. Last time I got so angry, I blew one of their houses down, and now they are hiding from me.

After reading the first scenario to the students, tell them to work with a partner and summarize what Mr. Wolf has said. In their summary, they should explain his feelings and his actions. Once the students have had a few minutes to develop their summaries, ask them to share the summaries with the whole class.

Complete the activity by reading Scenarios 2 and 3 to the students and asking them to work with a partner to **listen and summarize** what each character has said.

2. Little Red Riding Hood: My name is Little Red, and I am very mad at a wolf. Every time I go through the woods to take food to my grandmother, he tries to scare me. He hides behind trees and growls at me. I am so afraid of him I don't know what to do. I think if he would quit scaring me, we could be friends.
3. The Giant: I am Mr. Giant, and I live in a big house in the sky. I am very upset with Jack. He grew a beanstalk and used it to climb up to my house. He snuck into my house and borrowed my magic harp without asking me. I really wanted to play my harp, but I couldn't because he hadn't returned it yet. I am frustrated and confused about why Jack didn't ask before he borrowed my harp.

Summarize the activity by emphasizing that during a disagreement, it is important to show empathy, **seek to understand perspectives**, and **listen and summarize** what the other person has said. Tell the students that **listening and summarizing** will help them determine what they could do to resolve the disagreement.

## Unit 7: Finding Solutions

### Learning Targets:

20. I can explain *finding a solution*
21. I can practice *finding a solution*
22. I can explain how to *help others find solutions*
23. I can practice *helping others find solutions*

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u7](http://www.cccframework.org/cm-lessons-pri/#u7)):

- Conflict Management Definition Poster
- Video *Find a Solution*
- Conflict Management Strategies Poster
- Video *Help Others Find Solutions*
- Book or video *The Three Little Pigs*, by Clare Lloyd
- Large chart paper

### Instructional Activities:

#### 20. I can explain *finding a solution*

Remind the students that they have been learning how to understand others' perspectives when there is a disagreement. Ask a few volunteers to explain what you do when you use the strategy *seek to understand perspectives*. Show the students the [Conflict Management Definition Poster](#) and explain that they have been working on knowing the reasons for the disagreement by *seeking to understand perspectives* and *listening and summarizing*.

Inform the students that when we know the reasons for the disagreement, we can begin to take steps to resolve the disagreement. Emphasize this section of the [Conflict Management Definition Poster](#). Explain that when we take steps to manage the conflict, we use strategies like *find a solution* and *help others find solutions* so that the disagreement can end.

Ask the students to think about the last time they had a conflict. Maybe it was with a friend, family member, or an adult. Ask:

- How did the disagreement end?
- Did everyone agree on what to do next, or are there still things you need to work through?

After a few students have shared, explain that *finding a solution* is part of learning conflict management. When you *find a solution*, you think about what you want to happen, and you *plan your response*. There are times when you might decide to walk away from the conflict or avoid talking about it, especially if you don't care what happens next. For example, if your friend borrowed your eraser and didn't return it but you had three more erasers and so didn't care, your solution might be to say nothing and just forget about it.

There are also times when you care about what happens next and will need to talk with the other person to *find a solution*, or way to end the conflict. When you work with someone else to *find a solution*, you take turns explaining how you feel, what you want, and why you want something. Then both of you share ideas for ending the disagreement, and finally, you both agree on what will happen next.

Tell the students they are going to watch a video that will help them learn more about how to **find a solution**. Show the three-minute video [Find a Solution](#). Afterward, discuss the strategy:

- What do you think about when you **find a solution**?  
[Possible responses: you think about what you want to happen; you think about how you feel or how much you care about what happens next.]



From the video [Find a Solution](#)

- What are the things you do when you **find a solution**?  
[Possible response: you take turns explaining how you feel and what you think; then, together, you brainstorm what to do next until you both agree.]
- Why is it important to **find a solution** when you have a disagreement with someone?  
[Possible responses: so you can end a conflict, so you can move on and stop arguing.]

Emphasize that when you **find a solution**, you take turns **voicing your perspective** by explaining how you feel and what you think. You allow the other person to **voice their perspective**. While they are explaining their wants and feelings, you **listen and summarize** what they have said. For example, if you and your friend were having a disagreement about who should get to play goalie on the soccer team, you might **voice your perspective** by saying, "I feel excited about playing goalie. I want to play goalie because I haven't gotten to play that position yet." Your friend might summarize what you have said by saying, "You feel excited to play goalie and want a chance to play that position."

Tell the students that when they use the strategy **find a solution**, they can think of a rainbow. Each step to **finding a solution** is a color of the rainbow. Start on red by having Partner A **voice their perspective**. Then move to orange, where Partner B **listens and summarizes** what Partner A has said. Next move to yellow, where Partner B **voices their perspective**. Next move to green, where Partner A **listens and summarizes** what Partner B has said. Then Partner A shares ideas for resolving the disagreement, represented by blue. After that, Partner B shares ideas for resolving the disagreement, represented by indigo. Finally, both people work together and agree on what to do next, and that step is represented in violet.

Explain each of the seven steps:

## Find a Solution in 7 steps



Ask the students to work with a partner and draw a rainbow that has the seven colors in it so that each step of ***finding a solution*** is represented. After they have drawn the rainbow, they should take turns explaining each step. Once the students have completed their work with a partner, ask a few to summarize their discussions. Emphasize that ***finding a solution*** follows the colors of the rainbow, with each person taking turns until they get to violet, where they work together to resolve the disagreement.

### 21. I can practice ***finding a solution***

Remind the students that they have been learning about the third aspect of conflict management, taking steps to manage the conflict. Emphasize this section on the [Conflict Management Definition Poster](#). Tell the students that in the last lesson, they learned a new strategy for managing conflict, called ***find a solution***. Ask a few students to share their drawings of a rainbow and explain the steps to ***finding a solution*** using the colors of the rainbow.

Explain to the students that they are going to play a game where they get to practice ***finding a solution*** to a conflict. During the game, they are going to pretend that they are in a disagreement with their partner, and they are going to practice using the colors of the rainbow to ***find a solution***. Younger students may need to complete this activity in a whole-group setting where the class collaborates on ***voicing their perspective*** and completes the process for ***finding a solution*** together.

Tell the students that you will read a scenario and they and a partner will decide which character each person will be. Then they will need to follow the steps for ***finding a solution*** by working through each



color of the rainbow. They will **voice their perspective** as their character, **listen and summarize** what the other person has said, and then share ideas for resolving the conflict.

Remind the students that after each character has **voiced their perspective**, the other character involved in the disagreement will need to **listen and summarize** what they have said. It's important to remember this step in the process.

Read this scenario to the students:

Jamie and Taylor are having a disagreement about whose turn it is to play on the scooter during recess. Jamie really wants to ride the scooter because he asked for a scooter for his birthday and wants to practice. Taylor hasn't had the opportunity to ride the scooter during recess all week.

Tell the students to decide who will be Jamie and who will be Taylor. Once they have decided, each person thinks about how their character will **voice their perspective**. If the students are able, they can write out these statements ahead of time. Then ask the students to begin the process of **finding a solution** by working their way through each color of the rainbow.

As the students are working, circulate around the room and provide guidance and support as needed. Once they have worked their way through the colors of the rainbow, ask them to share their experiences with the whole group and summarize how they **found a solution** for the conflict. Summarize the activity by reminding the students to use the colors of the rainbow anytime they are involved in a disagreement and need to **find a solution**.

## 22. I can explain how to help others find solutions

Review the [Conflict Management Definition Poster](#) and emphasize that students have been learning about how to take steps to manage a conflict. Ask the students to work with a partner and review the process for **finding a solution** using the colors of the rainbow.

Remind the students that they can use the strategy **find a solution** anytime they are involved in a disagreement with another person. Then explain that there are times when people can't agree on what should happen next during a disagreement. They may have tried to **find a solution**, but they still can't agree. When that happens, it may be necessary to ask another person for help. The other person can be an adult, a sibling, or a friend, but they are someone who isn't part of the disagreement. When others need our help resolving a disagreement, we use the strategy **help others find solutions**.

Emphasize the strategy **help others find solutions** on the [Conflict Management Strategies Poster](#). Tell the students that they are going to watch the four-minute video [Help Others Find Solutions](#). As they are watching, they should listen closely for how the girl in the video **helps others find a solution**. Afterward, ask the students:

- What was the disagreement about? What did each person want?  
[Possible responses: the disagreement was about who was going to be the classroom librarian; Jason and Maxine both wanted to be the classroom librarian.]



From the video [Help Others Find Solutions](#)

- How did the girl help Jason and Maxine **find a solution**?  
*[Possible responses: she asked each person to share their feelings and explain what they wanted to happen; she listened to each person **voice their perspective**; she helped them brainstorm solutions for the problem.]*

Tell the students that when we **help others find solutions**, we follow the same process we used for the strategy **find a solution** with the colors of the rainbow. The person who is **helping others find solutions** must be a good listener and be good at following this process.

Inform the students that they are going to work together to **help others find solutions**. Tell them they are going to hear the story [The Three Little Pigs](#), by Clare Lloyd. As they are listening, they should **seek to understand perspectives** by thinking about how the pigs might be feeling and what they might want and how the wolf might be feeling and what he wants. After the story, they are going to help the characters **find a solution** to their conflict.

Go through [The Three Little Pigs](#) with the students. Afterward, make a simple drawing of a rainbow on large chart paper with all seven colors. Then divide the class in half. One half will represent the pigs, and the other half will represent the wolf. You will model **help others find solutions** by being the mediator for the disagreement and following the process for **finding a solution**.

Ask each group to work together and develop statements using “I feel \_\_\_\_\_ when \_\_\_\_\_” and “I think \_\_\_\_\_ because \_\_\_\_\_” for their characters to **voice their perspective**. For example, the group that represents the pigs might say, “We feel frightened when you blow our houses down. We want you to stop because we are tired of building houses.” The group that represents the wolf might say, “I feel left out when you won’t let me into your house. I want you to be my friend because I don’t have any friends.”

After each group has had a few minutes to develop their statements for **voicing their perspective**, tell the students that you are going to use the strategy **help others find solutions** to help the characters resolve their disagreement. Ask the group that represents the pigs to begin the process by **voicing their perspective**. You should also point out that you are starting on the red part of the rainbow. After the group that represents the pigs has given their statements, prompt the students to recall the next step in the process for **finding a solution**.

Ask the group that represents the wolf to summarize what the other group has said. Continue to follow the process for **finding a solution** and working through each color of the rainbow until you reach blue, where the group that represents the pigs needs to share their ideas for resolving the problem. Allow the group a few minutes to brainstorm ideas for resolving the issue. Then ask them to share two or three ideas. Allow the group that represents the wolf a few minutes to develop their ideas for resolving the

issue. Then ask them to share two or three ideas. Finally, ask the groups to collaborate and determine which ideas are the best for resolving the conflict. This step is represented by violet on the rainbow.

After completing the process for **helping others find solutions**, ask the students:

- What do you do when you **help others find solutions**?  
[Possible response: you listen to each person **voice their perspective**, you remind each person to listen and summarize, and you help them brainstorm ideas for resolving the disagreement until they agree on what they will do.]
- What do you need to remember when you **help others find solutions**?  
[Possible responses: you need to remember to be a good listener; you need to remember to follow the process for **finding a solution**.]
- Why is it important to **help others find solutions**?  
[Possible responses: to help others get along, to help others resolve their disagreement, to help others understand that we can all work together.]

Summarize the activity by emphasizing that when we **help others find solutions**, we need to be good listeners and understand the process for **finding a solution**. Tell the students they can use this process anytime they need to help others resolve a conflict.

### 23. I can practice **helping others find solutions**

Ask the students to work with a partner and take turns reviewing each of the Conflict Management Strategies. Explain to the students that they have learned how to **help others find solutions** by using each color of the rainbow as a step in the process. Ask a few volunteers to explain the strategy **help others find solutions** and reasons it is important.

Tell the students that they are going to practice **helping others find solutions**. They will work in groups of three. Two group members will act out a disagreement, and the third will **help them find a solution**. Emphasize that the person using the strategy **help others find solutions** will need to follow the process of helping those involved in the disagreement complete each step by addressing each color of the rainbow.

Explain that you will read a scenario. The students will decide who will be the characters in an argument and who will be the person that **helps the others find a solution**. Divide the students into groups of three and read the scenario:

Frankie and Paige are in a disagreement over a library book about caterpillars. They both need the book to complete their science posters. Frankie used the book yesterday. Today, when Paige got to the library, Frankie had already checked the book out again. Paige asked Frankie to borrow the book, but Frankie raised her voice and said, "I'm not done with my poster yet!"

After reading the scenario, prompt the students to write or verbally develop their "I feel \_\_\_\_ when \_\_\_\_" and "I think \_\_\_\_ because \_\_\_\_" statements for their characters to **voice their perspective** and begin the process of **helping others find a solution**. As the students are working in groups, circulate around the room and support them as needed. After they have completed the activity, ask the class to reflect on their progress in learning to **help others find solutions**:

- How did practicing the strategy **help others find solutions** help you understand what to do when you need to help your friends end a disagreement?
- What will you do the next time you have friends who can't agree on what to do next during conflict?
- What are the important things to remember when you are **helping others find solutions**?  
[Possible responses: follow the process and address each color of the rainbow, be a good listener, help others come up with ideas, help them understand each other.]

Conclude the activity by reminding the students to use the strategy ***help others find solutions*** when they have friends or siblings who need help ending a conflict. Emphasize that ***helping others find solutions*** can lead to stronger friendships and that it can also help us understand each other better.

## Unit 8: Conflict Management—Putting It All Together

### Learning Targets:

24. I can explain how to use the Conflict Management Strategies
25. I can practice identifying the Conflict Management Strategies

### Materials (available at [www.cccframework.org/cm-lessons-pri/#u8](http://www.cccframework.org/cm-lessons-pri/#u8)):

- Conflict Management Performance-Based Observation
- Conflict Management Strategies Bingo

### Instructional Activities:

#### 24. I can explain how to use the Conflict Management Strategies

Explain to the students that they have learned all the Conflict Management Strategies but will need to practice each strategy over time at school, at home, and during extracurricular activities to become even better at managing conflict. Tell them that you will remind them to use the Conflict Management Strategies but that if they practice, they will eventually learn to do the strategies on their own.

Tell the students they are going to review the game *Exploring Conflict Responses*, from [Unit 2, Activity 6](#). This time, they are going to work with a partner and think about the different responses, predict what could happen if they used each response, and name the Conflict Management Strategies they could use to resolve the conflict. Emphasize that this activity will help them remember to use the Conflict Management Strategies when they experience similar situations.

Because the activity could get lengthy, it is not necessary to review every scenario. Choose the scenarios to review with the students based on their needs and experiences. To provide guidance, the first two scenarios have been completed for you.

1. You and your friend both want to be first in line for recess, so you race to the door. Your friend gets there first and says, “Ha, ha, I beat you!”
  - What are some reasons for the conflict?  
*[Possible response: my friend cut in front of me, and I feel hurt because he laughed at me.]*
  - What could happen if you acted like a shark?  
*[Possible response: I might yell at my friend, and I could get in trouble and possibly miss recess.]*
  - What could happen if you acted like a turtle?  
*[Possible response: I wouldn't say anything, but my feelings would still be hurt.]*
  - What could happen if you acted like an owl?  
*[Possible response: I would tell my friend that I felt hurt when he was laughing at me but that he could stay there since we were all going to recess anyway.]*
  - Explain how you would use the Conflict Management Strategies to resolve the conflict.  
*[Possible responses: I could use **pause and ponder** and **plan my response** to think about what I wanted to do and say to my friend; I could use **manage my anger** to calm myself after I felt hurt; I could **voice my perspective** by explaining how I felt; I could **find a solution** by telling my friend I didn't like that he laughed at me but that he could stay at the front of the line since we were all going to recess anyway.]*
2. You got a new soccer ball for your birthday, and your friend asked to play with it during recess. You thought he was going to play soccer with you, but instead he took your ball and won't let you play soccer.

- What are some reasons for the conflict?  
*[Possible responses: I felt left out because my friend didn't play with me.]*
  - What could happen if you acted like a shark?  
*[Possible responses: I might yell at my friend and tell him to give me my soccer ball; he could get angry at me; we both might get in trouble.]*
  - What could happen if you acted like a turtle?  
*[Possible response: I wouldn't say anything, and I would feel left out for the whole recess, and my friend might take my soccer ball again and not let me play.]*
  - What could happen if you acted like an owl?  
*[Possible response: I would tell my friend that if he was going to use my soccer ball, we needed to play soccer together.]*
  - Explain how you would use the Conflict Management Strategies to resolve the conflict.  
*[Possible responses: I could use **pause and ponder** and plan **my response** to think about what I wanted to say and do to my friend; I could use **manage my anger** to calm myself after I felt left out; I could **voice my perspective** by explaining how I felt; I could **find a solution** by telling my friend I felt left out and listen to their perspective.]*
3. You really wanted to work at the art center first because you love drawing, but another student was already working there, and your teacher asked you to go to the reading center instead.
  4. You and your friend are working at the math center, but you are doing all the work while your friend copies your answers. You are feeling really frustrated.
  5. You and your sister are in a disagreement about whose turn it is to take out the trash. She tells you, "I have taken the trash out more than you! You never do your share!" This isn't true and upsets you.
  6. You and your friend both want to swing during recess. You start arguing over whose turn it is, and you both say some hurtful things to each other.
  7. Your friend won't talk to you, and you don't know why. When you try to talk to her, she looks away and shrugs her shoulders. You feel hurt that she is treating you this way.
  8. An older kid is making fun of you for not being able to tie your shoes, and you tell him to mind his own business. Now he's yelling at you for being rude.
  9. Your friend has been hanging around another group of friends instead of you. When you ask her to come over after school, she says she has plans with her real friends.
  10. Your friend spilt water on your paper, and now you have to start over on writing your paragraph.

As the students are discussing the scenarios with a partner, use the [Conflict Management Performance-Based Observation](#) to observe each student's application of Conflict Management Strategies. Students who cannot predict the likely outcome for each response will score in the *Beginning* or *Emerging* categories. Students that can identify characteristics of each response, predict the likely outcome, and don't require prompting will score in the *Proficient* or *Advanced* categories.

Once the students have reviewed several scenarios, facilitate a class discussion about conflict management:

- How has learning the Conflict Management Strategies helped you?
- Which Conflict Management Strategies have you used?
- Why is it important for you to learn to manage conflict?

After you have completed the activity, reflect on the students' ability to identify the appropriate Conflict Management Strategies for each scenario. If there are strategies they identified incorrectly or didn't identify at all, consider reviewing these strategies and providing additional opportunities for the students to practice them.

## 25. I can practice identifying the Conflict Management Strategies

As a review, [Conflict Management Strategies Bingo](#) will support students in recalling each Conflict Management Strategy and can be played anytime the students need to review the strategies.

Ask the students to cut out each icon and choose nine to place and glue in the spaces of their choice on the card. When the students have finished placing the icons onto the card, use the clues to describe each strategy without naming it. The students should identify the strategy based on your descriptions.

**Conflict Management Strategies Bingo Card**




EXPLORE  
CONFLICT RESPONSES



PAUSE AND PONDER



MANAGE MY ANGER



UNCOVER REASONS FOR  
THE DISAGREEMENT



VOICE MY  
PERSPECTIVE



SEEK TO UNDERSTAND  
PERSPECTIVES



LISTEN AND SUMMERIZE



PLAN MY RESPONSE



FIND A SOLUTION



HELP OTHERS  
FIND SOLUTIONS

### Bingo Clues:

- When you use this strategy, you listen carefully to the other person and use your own words to explain what they have said.  
*[Response: **listen and summarize.**]*
- When you use this strategy, you stop and think about how you want to respond to a conflict.  
*[Response: **pause and ponder.**]*
- When you use this strategy, you decide what you want to say and do during a conflict.  
*[Response: **plan my response.**]*
- By using this strategy, you work with others involved in a disagreement to help them resolve the conflict.  
*[Response: **help others find solutions.**]*
- This strategy helps you respectfully explain how you feel and why you feel that way.  
*[Response: **voice my perspective.**]*
- When you use this strategy, you think about why the conflict has happened, and you might ask yourself, “Did I misunderstand something?” or “Is there another way to look at this?”  
*[Response: **uncover reasons for the disagreement.**]*
- This strategy is necessary for calming yourself when you have big feelings, like frustration or disappointment.  
*[Response: **manage my anger.**]*
- When you use this strategy, you understand there are different ways to respond to a conflict.  
*[Response: **explore conflict responses.**]*
- This strategy helps you think about others’ thoughts, feelings, and actions.  
*[Response: **seek to understand perspectives.**]*
- When you use this strategy, you work with the other person involved in the disagreement and decide how to resolve the conflict.  
*[Response: **find a solution.**]*

Summarize the activity by asking the students to share examples of how they have practiced each strategy, and remind them that learning conflict management takes practice. Anytime they experience a conflict, they can use the Conflict Management Strategies.



## Assessing Your Conflict Management Knowledge (Posttest)

**Materials (available at [www.cccframework.org/conflict-management-lessons-primary/#post](http://www.cccframework.org/conflict-management-lessons-primary/#post)):**

- *Conflict Management Questionnaire K–2* (optional online version; see page 6 for the items)

**Preparation:** To record and access assessment results, you or your school will need an account on [www.cccstudent.org](http://www.cccstudent.org), a free assessment website. Follow the directions on the website to launch the *Conflict Management Questionnaire K–2* again as a posttest. Note the code for your test and provide that code and the link below to the students. The items on the posttest are the same as those on the pretest.

**Assessment Link:** [www.cccstudent.org](http://www.cccstudent.org)

**Code:** \_\_\_\_\_

### Re-administer the *Conflict Management Questionnaire K–2*

We recommend that students complete the *Conflict Management Questionnaire K–2* online. Using the [www.cccstudent.org](http://www.cccstudent.org) account that you created to launch the pretest, follow the directions on the website and title the posttest so that it is easy for you to identify (e.g., “2024 Conflict Management Posttest Kindergarten”). On the website, the items will be automatically read to the students, and they will choose the emoji that best represents them. Immediately after completing the assessment, the students will receive personalized reports that the teacher can also access.

Alternatively, the assessment can be completed on paper. Explain to the students that you will provide a set of statements. The students will mark in an emoji for *Like Me*, *Not Sure*, or *Not Like Me*.

Each answer should be based on how they feel. For example, if students, when mad, think about what they want to say before they say it, they will mark in the emoji for *Like Me*. Assure the students that there are no correct or incorrect answers and that everyone’s answers may be different because we all have our own thoughts and feelings. Tell the students that they should pause and think about how they feel about a statement before marking it.

After completing the assessment, explain to the students that they may have chosen different responses for some of the statements now that they have learned about conflict management. Tell them that you are going to meet with each of them so they can compare their answers to the ones marked before they learned about conflict management.

### Reflect on pre- and posttest results

Compare each student’s questionnaire results with the *Conflict Management Performance-Based Observations* you completed during Unit 8, noting areas in which they have grown and areas where they are still learning. Use these data to prioritize ongoing guided practice.

Meet with each student to review and discuss the results of their self-assessment. An analysis of student responses is provided on the following pages to help guide your discussions. The goal is to help the students determine their areas of strength and opportunities for growth related to conflict management.

Use the following questions to begin your discussion and help the students identify their next steps in improving their conflict management.

1. Tell me what you know about conflict management. What is it?
2. What do you do when you experience a disagreement with another person? Tell me about Conflict Management Strategies you've tried.
3. Reference the [Conflict Management Strategies Poster](#) and ask: Which strategies are hard for you to do or understand?

Statement	Analysis
1. When I am mad at a friend, I think about what I want to say before I say it.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they struggle with thinking about their response to a conflict and its effect on the outcome. Remind the student to use the strategies <b>pause and ponder</b> and <b>plan my response</b> to plan what they will say and do during a conflict. Consider brainstorming actions and phrases they could use during a conflict that will help them <b>voice their perspective</b> respectfully.
2. I tell my friends how I feel even when they disagree with me.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty <b>voicing their perspective</b> . Talk to the student about how to explain their feelings or point of view appropriately, and brainstorm ways they can <b>voice their perspective</b> during a conflict.
3. When a friend is upset with me, I think about what happened and possible misunderstandings.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty <b>uncovering reasons for the conflict</b> . Talk to the student about showing empathy and trying to understand why a conflict has happened. Remind them to ask themselves questions, like "Did I misunderstand something?" or "Is there another way to look at this?" Explain that when there is a disagreement, it's important to think about the other person's perspective.
4. When I have a disagreement with someone, I try to work it out so everyone feels better.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't know how to <b>find a solution</b> . Talk to the student about sharing perspectives and brainstorming ideas for what they could do to compromise and resolve the disagreement. Remind them that <b>finding a solution</b> is a process where each color of the rainbow represents a step in the process.
5. If two friends are arguing, I try to help them understand each other.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand how to <b>help others find solutions</b> . Talk to the student about how each color of the rainbow represents a step in the process of <b>helping others find solutions</b> .
6. When my friends disagree with me, I try to understand how they are feeling.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand the strategy <b>seek to understand perspectives</b> . Talk to them about ways to think about the other persons' point of view and the importance of <b>listening and summarizing</b> what the other person has said when they are involved in disagreement.

7. During a disagreement, I listen to others' thoughts and feelings.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand how to <b>listen and summarize</b> . Talk to the student about listening closely to the other person and showing empathy for them by trying to understand how they feel. Remind the student that it is important to summarize the other person's thoughts and feelings using their own words to make sure they understand the other person's perspective.
8. If I become angry, I can calm myself.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they have difficulty using calming techniques to <b>manage their anger</b> . Talk to the student about different options for calming themselves before they respond to a conflict. Help them recognize the signals their body is sending them when they experience big feelings, like anger or frustration, and identify a few calming techniques they can use the next time they notice these signals.
9. When I experience a disagreement, I know there are different ways I can respond.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand the different responses to conflict. Help them <b>explore conflict responses</b> associated with the shark, turtle, and owl, and talk about how each one affects the outcome of a conflict differently.
10. During a disagreement, I choose how I respond to others.	If a student marked <i>Not Like Me</i> on this statement, it could mean that they don't understand that how they respond to conflict is a choice and that they can develop their ability to respond to conflict appropriately and in a manner that is more likely to result on a favorable outcome for everyone involved. Consider talking to them about <b>planning their response</b> for situations when they typically experience conflict, and brainstorm actions and phrases they could use during a conflict to minimize it.

After the students have reflected, help them to complete the chart by drawing or writing about the concepts that are their strengths and areas for growth.

Strengths in conflict management	Areas for growth in conflict management

## Conflict Management Activity Crosswalk

This table shows the location of each Conflict Management Strategy within the three grade bands of the *Conflict Management Lessons [Primary, Intermediate, and Secondary]*. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
 EXPLORE CONFLICT RESPONSES Explore Conflict Responses	<b>3, 4, 6, 7, 24, 25</b>	<b>3, 4, 6, 7, 24, 25</b>	<b>3, 4, 6, 7, 25</b>
 PAUSE AND PONDER Pause and Ponder	<b>5, 6, 7, 9, 13, 25</b>	<b>5, 6, 7, 13, 25</b>	<b>5, 6, 7, 25</b>
 MANAGE MY ANGER Manage My Anger	<b>9, 10, 25</b>	<b>9, 10, 25</b>	<b>9, 10, 25</b>
 UNCOVER REASONS FOR THE DISAGREEMENT Uncover Reasons for Disagreement	<b>11, 12, 16, 25</b>	<b>11, 12, 25</b>	<b>11, 12, 16, 25</b>
 VOICE MY PERSPECTIVE Voice My Perspective	<b>14, 15, 20, 21, 22, 23, 25</b>	<b>14, 15, 17, 20, 21, 22, 23, 25</b>	<b>14, 15, 20, 21, 22, 23, 25</b>
 SEEK TO UNDERSTAND PERSPECTIVES Seek to Understand Perspectives	<b>17, 18, 19, 25</b>	<b>17, 18, 19, 25</b>	<b>17, 18, 19, 25</b>
 LISTEN AND SUMMERIZE Listen and Summarize	<b>19, 20, 21, 22, 25</b>	<b>19, 20, 21, 22, 25</b>	<b>19, 20, 21, 22, 25</b>
 PLAN MY RESPONSE Plan My Response	<b>13, 25</b>	<b>13, 25</b>	<b>13, 14, 20, 25</b>
 FIND A SOLUTION Find a Solution	<b>20, 21, 25</b>	<b>20, 21, 25</b>	<b>20, 21, 25</b>
 HELP OTHERS FIND SOLUTIONS Help Others Find Solutions	<b>22, 23, 25</b>	<b>22, 23, 25</b>	<b>22, 23, 25</b>

Noonan, P. M., Gaumer Erickson, A. S., & Heger, E. (2024). *Conflict management lessons* [Teacher lessons and student workbook]. College & Career Competency Framework. [www.cccframework.org/competency-lessons-and-student-workbooks](http://www.cccframework.org/competency-lessons-and-student-workbooks)