

LESSON

3

Resolving Conflicts Peacefully Unit Grade 6 • Ages 11-13

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Trial size toothpaste tubes (or other substance that comes in a tube)

Plastic knife

Talking Stick or any object that can be passed from one student to another

Chairs or desks arranged in a circle

RAK Journals

[Kindness Concept Posters:](#)
Assertiveness, Respect, Self-Discipline, Integrity

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.W.6.3, 3a, 3b, 3d; CCSS.ELA-Literacy.SL.6.1; CCSS.ELA-Literacy.L.6.2

Colorado: Comprehensive Health S.3, GLE.1, EO.c,d,g; Reading, Writing and Communicating S.1, GLE.1, EO.d; S.3, GLE.1, EO.a-f)

SEL: Self-awareness, Social awareness, Self-management, Relationship skills, Responsible decision making

[Learning standards key](#)

Talk It Out

Students will practice using respectful speaking and listening, and use words that are helpful and not hurtful when expressing anger.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness.

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

SELF-DISCIPLINE Controlling one's words and actions for the benefit of self and others.

INTEGRITY Acting in a way you know to be right and kind in all situations.

"I" MESSAGES Self focused statements used when talking with someone that express how you feel, what you believe or what you experience.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- A list on chart paper of possible answers to the talking circle questions
- Modeling how to use the talking stick.



The RAK paradigm is the framework for teaching and building kindness skills.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



Resources

Guide: Teaching Restorative Practices with Classroom Circles: <http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20Lesson%20Curriculum.pdf>

Sesame Street Video: Robin Williams Conflict (2 min 6 sec): <https://www.youtube.com/watch?v=GI3e-OUavQ>

Video: In the Mix: Resolving Conflict (Excerpt) (4 min. 9 sec.): <https://www.youtube.com/watch?v=xDoQlpe5TxA>

Share (3 mins)

Ask students to think about the last time they saw a person expressing anger toward someone else, either in real life or in a movie or TV show. What do they remember about how that person expressed their anger? Did they say hurtful things? How did the other person respond?

Inspire

Toothpaste Experiment (5 mins)

Invite one student to come to the front of the class and squeeze out the toothpaste onto a piece of paper. Give them 20 seconds. Next invite one student to come up and use the plastic knife and try to put the toothpaste back in the tube. Give the student 20 seconds to try to put the toothpaste back in the tube.

- Was it easier to get the toothpaste out or put it back in?
- How do you think this is like angry words? When you say something in anger or frustration, can you take the words back or the way they impact others?
- If we are angry or frustrated and say hurtful things, do you think that can prevent us from being able to resolve conflicts in an effective way? Why or why not?

Empower

Talking Circle (15 mins)

Words are a powerful thing. Once they are out, there is no way of putting them back in, but it's often hard to stop ourselves from saying angry or hurtful things to other people and ourselves when we're mad. Words said in the heat of the moment often have long term effects on a relationship. We are going to learn some ways of communicating with others and ourselves.

*Today we are going to practice one way of listening to others and sharing our own thoughts called a talking circle. We will all sit in an unbroken circle, you can talk **ONLY** when holding the talking piece, everyone will have the chance to speak or pass.*

This is a respectful environment. The conversation and opinions shared here today are for our own learning and personal information about other people is not to be shared outside this room.

Sit in the circle with the students. Use the following questions to guide your discussion. Make sure every student has an opportunity to talk, but no one is pressured to speak. Once the talking piece has come full circle, ask if anyone who passed would like to share before you start a new question.

- What do you think is the most important part about being respectful when you're having an argument with someone?
- What are some positive ways of communicating our anger to others?
- What are some ways we can speak to ourselves when we are angry with ourselves?

Although this is a student led activity, below are some examples for teacher reference:

Communicating with Others

- "I" messages
- Tell the other person you're angry
- Don't play on personal things you know about them
- Don't use hurtful words
- Show the person you're listening – give feedback, look at them

Messages to self

- Use positive self-talk
- Don't use hurtful words
- Use self-compassion
- Accept things as they are

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- How did it feel to use the talking stick? Did it make it easier or harder to listen and share?
- If we didn't have a talking stick, would it still have been easy to speak respectfully to each other and listen to each other?
- When talking in a group, could it be helpful to have an imaginary talking stick to remind us that we are to speak and listen respectfully to others?

Reflection Questions

- How can we show self-discipline when we are angry?
- How can we express that we are angry while still showing respect toward others?
- If you feel that you are so angry that you cannot control yourself, what might you do to avoid saying or doing something that may be hurtful to yourself and others?
- When you hurt someone, you are also hurting yourself. How?

Summary

When we get angry, it is important to exercise self-control so that we don't hurt others or ourselves. Words said to others can have a long-term impact on others, ourselves, and our relationships. When we are angry, we need to find ways to express our anger in positive and productive ways not negative and destructive ways.





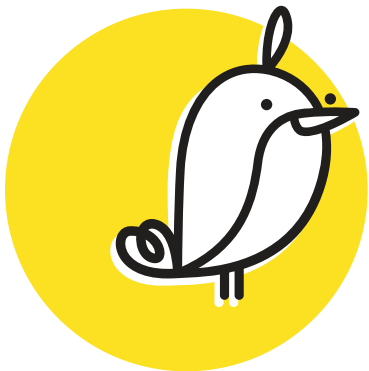
Act (2 mins)

Kindness Minute

Let's do some deep breathing to let out any stress and frustration you may be feeling. *Stress and frustration are natural feelings in the classroom, so let's let it out like a balloon by breathing in deeply and breathing out slowly. Let's do this 5 times. Begin with relaxing your shoulders and unclenching your fists. Now breathe in slowly and deeply through your nose, and out through your mouth.*

Kindness in Action

Complete the Home Extension Activity: Resolving Conflicts Peacefully.



NAME

PLEASE RETURN BY

Home Extension

Activity: Resolving Conflicts Peacefully

Background

As part of the Random Acts of Kindness program, we have been discussing some ways to resolve conflict, including talking through different solutions, listening to the other person, respecting other people's opinions, telling them how you feel, walking away, cooling down, trying to work out a solution, and agreeing to disagree. Ask your student what he or she has learned about resolving conflict.

Vocabulary Words

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

RESPECT Treating people, places and things with kindness.

Instructions

Please review the vocabulary words above. Then discuss the following questions and write or have your student write responses in the space provided or on the back and return to school by the date shown:

What are some ways that we resolve conflicts?

What are five tips on healthy communication you shared with your at home?

