

Grade 1

Health Objective 3.02

Demonstrate effective strategies for resolving conflict in a non-violent manner.

Language Arts Objective 2.07

Respond and elaborate in answering what, when, where, and how questions.

Materials Needed:

Clifford and the Grouchy Neighbors by Norman Bridwell.

Appendix 1 - Fish transparency

Appendix 2 - Think First transparency

Appendix 3 - Conflict resolution scenarios

Focus:

Display Appendix 1 transparency and ask students to brainstorm what they think is going on in the picture. Discuss why the fish might be arguing and how they think the fish could resolve their problems without fighting.

Teacher Input:

Write the word conflict on the board and ask the class for a definition. If they need help with a definition, explain that a conflict is a disagreement between two or more people and give a few examples. Ask the class: Tell me about a time when you have experienced “conflict.” Facilitate a class discussion by asking students how they would define violence. Ask: Why do you think people sometimes use violence to handle conflicts?

Read: *Clifford and the Grouchy Neighbors* or a story about a conflict that can be resolved.

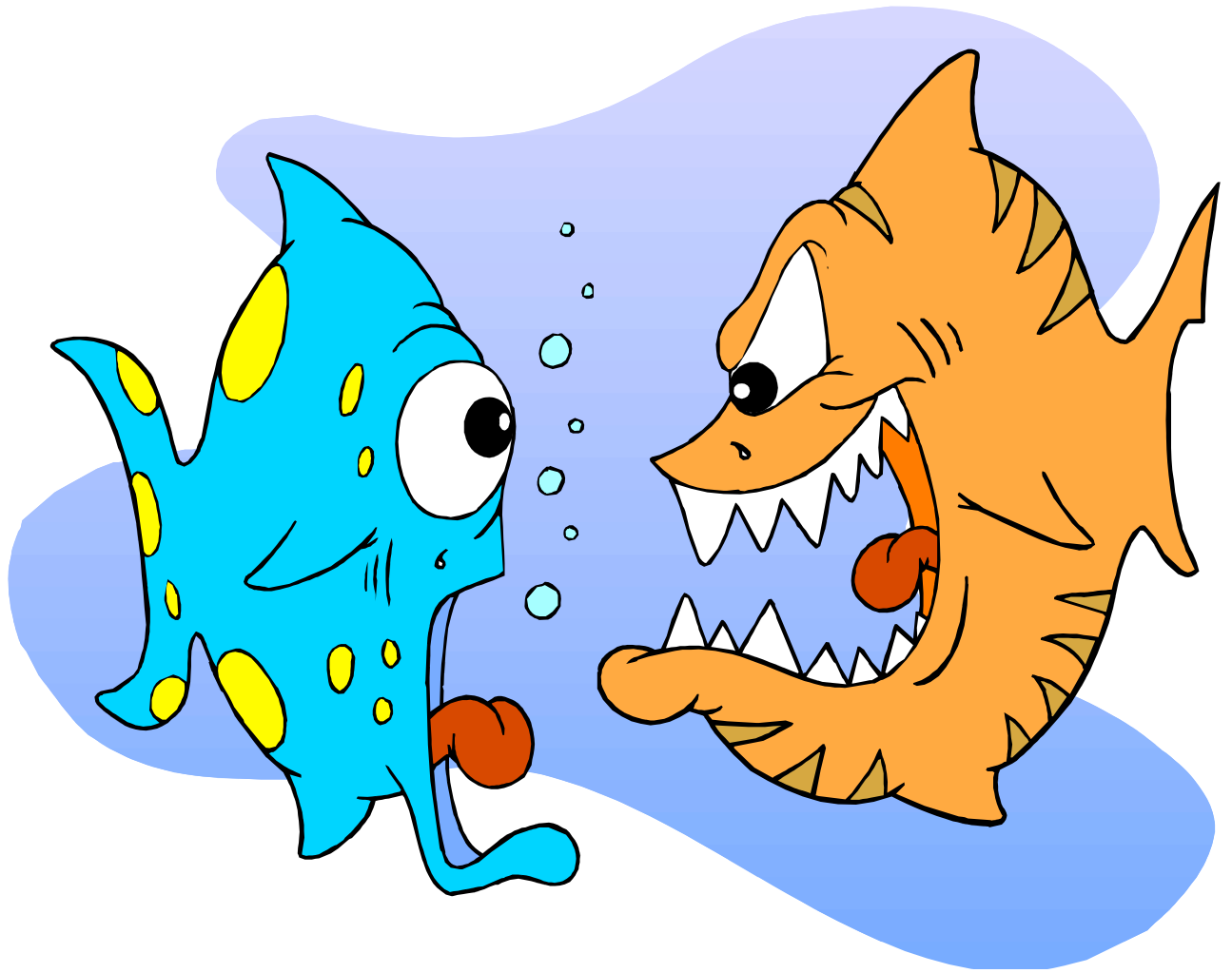
Ask the following questions:

- What was the conflict in the story?
- How could the conflict have been prevented?
- What could have been done to keep the neighbors from having a conflict?
- When might it have been a good idea to use the Think and Share method to solve the conflict?

Show the transparency Think First (Appendix 2). Explain each step with a problem from the story. For example, Clifford scratched himself and the neighbors didn't like all the hair in their yard. So, Clifford should have used the steps in the Think First chart when resolving the problem. Ask students to choose a part in the story and use the Think and Share Choice Chart to solve the conflict.

Practice & Assessment:

Ask students to sit in a large circle. Pose each situation in a Problem Scenario (Appendix 3). Ask four or five students to forward to role-play the conflict and a possible resolution. Encourage students to use words as to how they are feeling about the conflict and its resolution. Finally have students give one example of a strategy that could be implemented to minimize the possibility of the conflict actually happening.



Think First

STOP

1. I can stop, and take a deep breath.

THINK

2. I can think about what I want and why I feel the way I feel.

LISTEN

3. I can listen to the other person.

SPEAK/ACT

4. I can use my words or show my actions in a caring and respectful manner.



SCENARIOS

You and your friends meet at the lake to go fishing. Only one of you brings a fishing pole. All of you want to fish but you can't with only one fishing pole. What do you do to solve the problem without fighting?

Only one piece of cake is left at a birthday party and five people still have not had cake. What steps do you take to solve the problem without fighting?

You and your friends are watching a basketball game. Your favorite team gets beat by your best friend's favorite team. Your friend begins to brag about the win. What steps do you take to solve the problem without fighting?

While you were at reading group, your classmate accidentally knocks over the tower you built with blocks. When you come back, he tells you what happened. What steps might you take to solve the problem without fighting?
