

Contents

Introduction	4
Introductory Group Session	7
Chapter 1: Understanding Conflict: Differences and Disagreements	9
Chapter 2: Conflict Resolution Styles: Understanding How We Manage Disagreements	18
Chapter 3: The Power of Words: How to Communicate Respectfully.....	28
Chapter 4: Active Listening: The Key to Understanding	40
Chapter 5: Nonverbal Communication: What Are You Really Saying?	48
Chapter 6: Finding Calm: Strategies for Managing Strong Emotions	59
Chapter 7: Empathy in Action: Walking in Someone Else’s Shoes.....	69
Chapter 8: The Apology Process: Saying Sorry and Forgiving Others	79
Chapter 9: Boundaries and Balance: Finding Win-Win Solutions to Resolve Problems	90
Chapter 10: Peacekeeping in Action: Being Kind and Respectful to Solve Problems Peacefully	100
Final Group Session	111
Action Plan.....	112
Peaceful Conflict Resolution Group Permission Form	113
Peaceful Conflict Resolution Group Expectations	114
Group Attendance Form.....	115
Group Attendance Form (Example)	116
Pre- and Post-Assessment.....	117
Results Report.....	118
Results Report (Example)	119
Certificate of Completion.....	120
Peaceful Conflict Resolution Group Completion Letter.....	121
Endnotes.....	122
About the Author	123
About NCYI.....	124

Introduction

Knowing how to manage conflict will help children maintain positive, healthy relationships throughout their lives. How we deal with conflict within our relationships greatly impacts the longevity and quality of each one. The goal isn't to eliminate conflict, but to learn how to navigate difficult conversations, manage negative emotions during conflicts, and find peaceful ways to solve challenges with others. These skills take a lot of practice but will be greatly beneficial if used consistently throughout our students' lives.

This Peaceful Conflict Resolution curriculum is tailored for **2nd through 9th graders** and consists of ten thirty-minute lessons to help students learn how to solve conflict with others peacefully. The goal is to help students learn how to identify and manage emotions, listen to others and consider their perspectives, and practice kindness and respect during conflict. This curriculum recognizes the unique ways in which each student learns, emphasizing that there's no singular "correct" way to embrace these ideas. Just as each lesson is individualized to cater to diverse learning styles, the curriculum remains flexible, ensuring that every student can engage, understand, and practice these essential conflict resolution skills.

The strategic design allows students to learn new skills, connect with others, and translate their new knowledge into practice. The American School Counselor Association (ASCA®)-aligned curriculum contains an introductory lesson, ten core lessons, and a final closing lesson. Facilitators have the flexibility to include the initial and final lessons as part of the core sessions if they have extra time.

You'll find a range of essential resources in the book's concluding pages. These consist of permission and completion letters, attendance logs, a group expectation form, and a certificate of completion. You'll also find pre- and post-group surveys to measure the success of the programming and templates to share the results with interested parties. Moreover, this workbook provides a comprehensive small group action plan that will integrate effortlessly into your ASCA® evaluation document and facilitate a seamless transition from planning to assessment.

Practical and applicable, the activities provided are suitable for small and large group instruction and require no additional materials. You do not need to bring supplies beyond pencils, markers or crayons, and scratch paper; you won't need to spend hours prepping materials before meeting with your students. Everything you need is included!

See page 122 for information on Downloadable Resources.

What's Included?

Peaceful Conflict Resolution offers a comprehensive ten-lesson program and accompanying materials for facilitating group sessions. Following each detailed lesson outline, you'll find practical resources for establishing a small group within your school environment.

Mind Map: Provides an illustrated diagram of the concept or skill that can help students make connections between the concept and words they already know. Students should begin each lesson by considering the meaning of the specific conflict resolution skill. It is optional to write these, but visuals are helpful for many students. Some have found it helpful to draw the Mind Map on the board, or you can draw a tree with the concept written on the trunk and the related words on the fruit on the tree.

ASCA® Standards: Each lesson includes success criteria for the learning target.

Lesson Introduction: At the start of each lesson, we will introduce a concept and explain it to provide clarity for the upcoming story.

Circle Time Questions: This section has 3-5 optional questions for the facilitator to start the conversation. These questions allow students to deepen their understanding of the topic and build community by discussing and sharing their experiences.

Story Time: Provides stories related to the concept that should be read aloud to help students understand the concept.

Coloring Sheets: Allow younger students to visualize the concept. Students can color the sheet while the facilitator shares the initial story after the lesson is complete or take it home with them.

Discussion Questions: Students can discuss the questions posed to help them process their thoughts on personal connections with the story and concepts.

Skill Practice: Using the round-robin method, go around the table and ask students how they would practice that skill, giving each a chance to answer one question.

Additional Activities: Provides activities to help students practice and apply the concept.

Closing Considerations: Is an opportunity to review the concept and ask students to reflect on their new experience with the material.

What Would You Do – This or That?/Would You Rather: This activity allows students to consider what their course of action would be for various examples of conflict, or the skill highlighted in each chapter. The facilitator can cut out the cards and let students discuss or read aloud while moving from one side of the room to the other to communicate their choice.

Accompanying Group Documents

Action Plan: Provides the necessary information required to complete the ASCA® National Model's Classroom and Group Mindsets & Behaviors Action Plan.

Permission Form: The permission form is used to gain the permission of the student's caregivers for the child to attend the Peaceful Conflict Resolution group. Be sure to send this home about two weeks before the group starts.

Group Expectations: These provide basic expectations for the group process. The form has space for the facilitator and group to collaborate on adding additional expectations to fit their group.

Group Attendance Form: This is a blank form that allows the facilitator to track which students attended each session and what topics were discussed.

Group Attendance Form (Example): This form is an example of how to best utilize the group attendance form.

Mindsets & Behaviors Pre- and Post-Assessment: Provides an opportunity for students to share what they know of the concepts before and after they've completed the curriculum.

To measure the progress of students who participate, use the same assessment for both the pre-group and post-group assessment. Administer the pre-group assessment at the start of the instructional period, followed by instruction and practice opportunities for measured skills or knowledge.

At the end of the instructional period, administer the post-group assessment and compare the results of both assessments to identify areas of improvement and areas that need further instruction. Then calculate the average score of the pre-assessment and post-assessment and determine the percentage of improvement by subtracting the pre-assessment average from the post-assessment average and then dividing the result by the pre-assessment total. Use this pre-assessment average improvement to measure the students' progress effectively.

Percentage of Improvement Formula:

$$((\text{Post-Assessment Total} - \text{Pre-Assessment Total}) / \text{Pre-Assessment Total}) \times 100 = \text{Percentage of Overall Improvement}$$

Example:

$$(31 \text{ Post-Assessment Total} - 19 \text{ Pre-Assessment Total} / 31) \times 100 = 63.15\% \text{ Overall Improvement}$$

Look at your data to determine who should attend your group. Review referrals, attendance data, and achievement metrics and look for students with challenges. You can better see the impact of your small groups when strategically selecting students and closely monitoring their academic, attendance, and conduct metrics. Be sure to share the results of your intervention with your advisory council.

Results Report: The Results Report shows one way to share your data with interested parties. Remember, we want to be sure to use graphs and charts because they show our data, which has more impact than a paragraph of text. Use whatever platform you prefer to show your data, but be sure to complete the data following the group, and then share it with interested parties.

Results Report (Example): The Results Report (Example) shows what your data might resemble following the completion of the groups. You can use this form to share your data.

Peaceful Conflict Resolution Group Completion Letter:

Letter written to the caregivers/guardians of students following the completion of the group. Provide students with their certificate and their group review letter during the last session.

Additional Materials: We promised to provide everything you need in this workbook, and we have. However, you will need to make copies of the pre-and post-assessments and print the Coloring Sheets. You might also print and cut the “What Would You Do - This or That?”/“Would You Rather?” games or facilitate that activity verbally. We recommend having crayons or colored pencils readily available on the table for those who wish to complete the Coloring Sheet. It might also be helpful to have some fidgets or other sensory tools accessible for your students during their group session.

We hope you find great success with your group for Peaceful Conflict Resolutions! We have included everything needed for your students to actively participate, learn, and apply the skills you teach them through these small group lessons!



Introductory Group Session

Directions & Overview

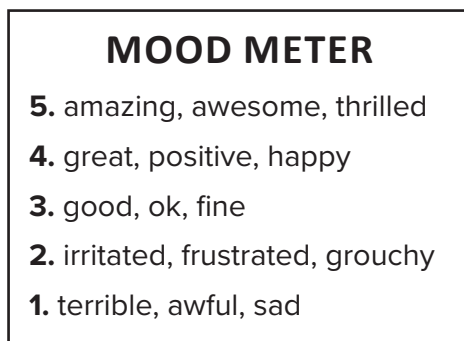
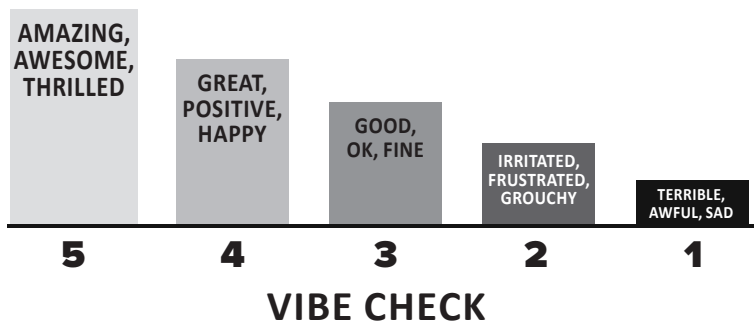
Conduct this introductory session before starting the regular lessons. This initial meeting will acclimate students to the program's structure, expectations, and foundational tools. They will learn about the Mood Meter and check-in process that will be utilized in each subsequent session.

Directions: Begin by extending a warm welcome to all participants. Communicate the group's objectives and generate enthusiasm for learning and collaboration.

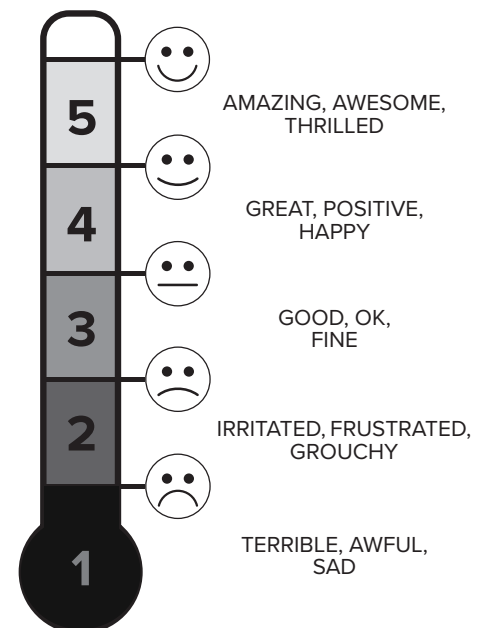
Assessment: Before proceeding, read the pre-group assessment instructions aloud to the students and have each student complete the form. Carefully examine the completed forms to verify that all questions have been answered.

Introductions: Foster a sense of community by encouraging students to share their names, something about themselves, and one thing they would like to do better when they have conflict with others. Let them know they were chosen to participate based on something positive, or a specific perspective they bring to the group.

Check-In Activity: Share with students that at the start of each group session, you will do a "Vibe Check" (grades 5-9) or "Temperature Check" (grades 2-4) using the Mood Meter. The Mood Meter includes 5, 4, 3, 2, and 1 with corresponding words to describe their current mood. Each time you meet, start with a quick Question of the Day and follow with the question, "What's your number today?" Students can hold up their number quietly or answer out loud.



TEMPERATURE CHECK



Take this initial opportunity to share with the group a few self-regulation strategies they can use when they come to group feeling like a 1 or 2. (Examples include breathing exercises, holding a laminated “Brain Break” card which excuses them from participation for 5 minutes, or for younger students, a plush animal or stress object they are allowed to hold during the lesson).

Explain the Group Format:

- Explain where and how often you will meet.
- Share the list of topics. Explain that, in each meeting, you will discuss one of the topics together, then read the Story and answer questions.
- Discuss the logistics of what they’ll do while you are reading; they’ll be eating (if it is a lunch group) or completing their Coloring Sheet.
- Explain that they’ll have time to work in pairs for the Skill Practice portion and play a “What Would You Do - This or That?” / “Would You Rather?” game.
- Finally, explain that at the end of each session, they’ll be asked to give a one-sentence overview of what they’ve learned and how they plan to practice that lesson topic throughout the week.



Review Group Expectations: Print a copy of the Group Expectations. Review the expectations together with the students and answer questions as they arise. Collaborate with your group to determine whether you need to modify or add expectations.

Group Conclusion: Ask each student to summarize the information they learned from this session into one sentence. Students may share with their partners or the group.

Note to Facilitators: You can customize the material to fit the needs of your group. If your students are not yet readers, you can read the “What Would You Do - This or That?” / “Would You Rather?” activity questions aloud and request that students move to different sides of the room to show their answers. If you’re working with more reserved students, they can write their responses to questions instead of sharing them aloud or break into smaller teams to discuss. Some facilitators may incorporate traditional games into the lessons if they have longer session times. Remember, the workbook is just the framework, but you will bring it to life!

Understanding Conflict: Differences and Disagreements

MIND MAP

Conflict – A struggle or problem between opposing forces, people, or ideas; dispute

On the board, draw a Mind Map and ask students to consider the meaning of **Conflict**.



- **Argument** – when people talk loudly or get upset because they don't agree with each other
- **Disagreement** – when people have different ideas or opinions about something
- **Fight** – When people argue, and it gets physical like pushing or hitting; when conflict becomes unsafe
- **Misunderstanding** – when someone gets the wrong idea, which can cause confusion or upset
- **Miscommunication** – when people don't understand each other correctly because the words or messages are unclear
- **Personal issue** – When people don't get along because of differences in personality or past events

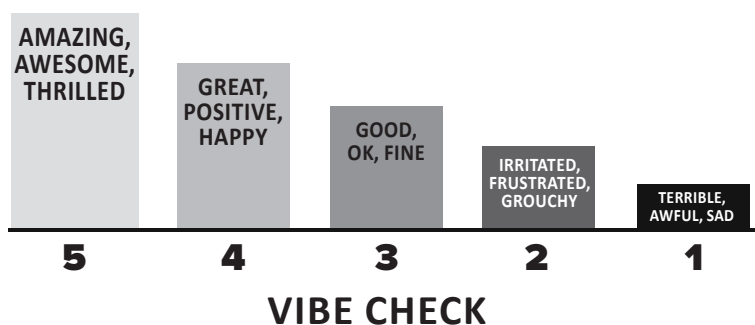
ASCA® STANDARDS

- **B-LS 4.** Self-motivation and self-direction for learning
- **B-SS 2.** Positive, respectful, and supportive relationships

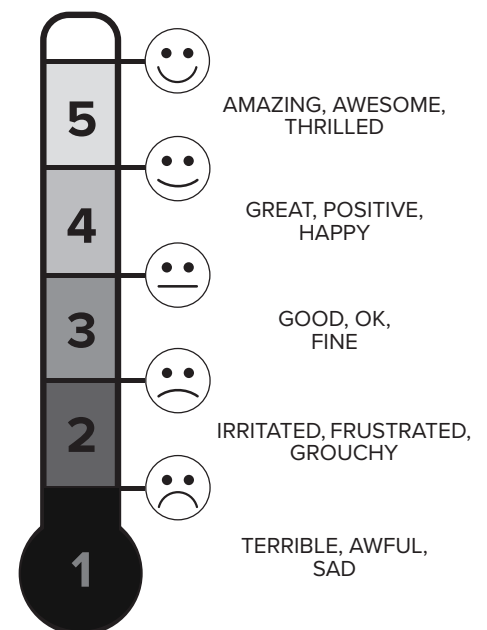
DIRECTIONS

- Review the Group Expectations.
- Conduct a student check-in with the Mood Meter.
- Review and discuss the Mind Map.
- Read the Lesson Introduction and ask the Circle Time Questions.
- Read the Story and follow with Discussion Questions.
- Complete the Skill Practice, What Would You Do – This or That, and Additional Activities as time allows.
- Wrap up with the Closing Considerations for each lesson.

In a small group format, conduct your student check-in using the Mood Meter. Ask students to hold up their number (5, 4, 3, 2, or 1) to show the type of day they are having. Validate each student's number and thank them for sharing. If time, you may ask volunteers to elaborate with one reason they chose their number. Ask the group if they have anything to say to be helpful and encouraging to other group members who shared a 1 or 2 for their check-in. Model kind and uplifting responses for the group each week so they can learn how to respond when a group member is having a tough day.



TEMPERATURE CHECK



Review the Group Expectations before reviewing the Mind Map. Then, read the Lesson Introduction and ask the Circle Time Questions before reading the Story and the Discussion Questions. Students can work in pairs to craft their responses or share with the whole group. Complete the Skill Practice, What Would You Do - This or That, and Additional Activities as time allows. Be sure to complete the Closing Considerations with each lesson.

LESSON INTRODUCTION

Have you ever felt mad at someone you love? Have you felt frustrated with someone you are friends with or even someone you don't know at all? Raise your hand if you have ever had an argument with a brother, sister, friend, or classmate. Notice that all of us said yes to at least one of these examples. That is because having conflict with other people is a part of our human experience. It is unavoidable. The good news is that conflict is manageable, and we can all learn ways to navigate it successfully. Learning how to deal with conflict in many types of situations and different relationships is one of the most important skills any of us will ever learn. Facing conflicts and resolving them peacefully will help us maintain healthy relationships where we feel respected, happy, and safe.

Three types of conflict for today's focus:

- **Misunderstanding:** When we don't understand what someone meant or said, leading to confusion or hurt feelings.
- **Disagreement:** When two people have different opinions or ideas.
- **Personal Issue:** When we don't get along with someone because of differences in personality or past events.

CIRCLE TIME QUESTIONS

Ask students to reflect and share their answers to the following questions with the group. Larger groups may need to be broken into smaller groups to give students ample time to share their answers and deepen the conversation.

- What is the difference between a misunderstanding and a disagreement?
- Can you think of a time you had a misunderstanding with a friend or family member?
- Share a time when you had a personal issue with someone.

STORY TIME

Hand out the Coloring Sheets and crayons or markers to younger students while the facilitator reads the story, if desired.

The Class Project

It was a regular morning in science when Ms. Ferrell assigned a group project about sea turtles. Two friends, Adriana and Liam, were assigned as partners, and they got together to discuss their topic. But quickly, their excitement turned into frustration.

Adriana suggested they focus on the sea turtle's life cycle. "It's so cool how they grow from eggs to adults!" she said excitedly.

But Liam disagreed. "I think we should talk about how pollution affects sea turtles. That's what's really hurting them."

Adriana frowned. "I think the life cycle is more interesting. We could do a whole section on how they grow!"

Liam crossed his arms. "But pollution is a bigger problem! If we don't focus on that, we're missing the point."

The conversation quickly escalated. "You're not listening to any of my ideas!" Liam fumed.

"I am! You're just not listening to me!" Adriana huffed back.

Both were feeling very annoyed, and the project felt like it was falling apart.

Ms. Ferrell came over to their table and asked what was going on. After hearing their argument, she said, "It seems like you both care a lot about the project. Why don't you take a moment to listen to each other's thoughts without talking about your own? You might find a way to make both of your ideas work."

Adriana and Liam sat in silence for a moment, then Adriana spoke first. "I guess I could see how pollution is a big issue for sea turtles. I wonder if we can find a way to talk about their life cycle, too."

Liam nodded. "I think we can. We could talk about both—how pollution affects them and how they grow. That way, we both get to share what's important to us."

They smiled at each other. "Let's divide the work," Adriana suggested. "I'll research the life cycle, and you can focus on pollution."

The two friends worked together, combining their ideas into a great presentation. Ms. Ferrell praised them for working through their disagreement and finding a solution.

Adriana and Liam learned that talking through a problem and listening to each other is a great way to solve a conflict.

DISCUSSION QUESTIONS

- Did the students in the story have a misunderstanding or a disagreement?
- What do you think caused the conflict?

- What mistakes do you think they made in the beginning?
- What would you have done if a classmate wouldn't listen to your ideas?
- How did they solve their conflict?

SKILL PRACTICE

Using the round-robin method, go around the table and ask students to identify which of the three types of conflict is evident in each scenario, giving everyone a chance to answer one question. You can adapt this Skill Practice to allow students to respond in pairs or write their answers on paper.

SCENARIO 1:

Mikayla asked her friend Jasmine if she wanted to hang out after school, and Jasmine said, "I can't today, I have to finish my homework." Mikayla thought Jasmine was upset with her and didn't want to spend time with her. The next day, Mikayla felt hurt and didn't speak to Jasmine. Later, Jasmine explained that she just needed to finish homework and was still happy to spend time with Mikayla. This is an example of a _____. **Answer:** Misunderstanding

SCENARIO 2:

In class, Jack and Malik argued about what game to play during recess. Jack wanted to play basketball, but Malik wanted to play kickball. They argued about it for a while but then decided to play kickball first and then basketball afterward. This is an example of a _____. **Answer:** Disagreement

SCENARIO 3:

Hector and Noah had been close friends for a long time, but lately, Hector noticed that Noah was acting distant and ignoring him at lunch. Hector tried talking to Noah, but Noah didn't want to talk about what was going on. They decided to take a break from talking for a while to give each other space. This is an example of a _____. **Answer:** Personal Issue

SCENARIO 4:

Ryan and Sarah were choosing what movie to watch. Ryan wanted to watch an action movie, while Sarah wanted to watch a scary movie. They disagreed, but after talking it through, they decided to pick a movie that had both action and scary moments so they could both enjoy it. This is an example of a _____. **Answer:** Disagreement

SCENARIO 5:

Jacob and Olivia were riding the bus to school together, and Jacob said, "I like those red boots!" Olivia thought he was making fun of her new boots, so she got upset. Jacob meant that he thought they looked cool, but Olivia didn't understand and felt embarrassed. After talking, Olivia realized it was actually a compliment. This is an example of a _____. **Answer:** Misunderstanding

SCENARIO 6:

Martin and Hudson used to play soccer together every day, but recently, Martin noticed that Hudson had been making fun of him in front of others. Martin felt hurt, but he didn't know why Hudson was doing it. When Martin finally asked Hudson about it, Hudson admitted he had been feeling jealous. They had a serious talk about how they could be better friends and solve the problem that was affecting their friendship. This is an example of a _____. **Answer:** Personal Issue

ADDITIONAL ACTIVITIES

OPTION 1: PERSONAL PLEDGE

Ask students to write a personal pledge that includes three commitments to how they will try to handle conflict at school, home, or with friends.

OPTION 2: PICTURE BOOKS

Read a picture book (2nd-4th) such as *Enemy Pie* by Derek Munson, *A Big Guy Took My Ball!* By Mo Willems, or *The Line in the Sand* by Thao Lam. Ask students to answer a few questions: Why did the characters have conflict? How did they solve it?

OPTION 3: CONFLICT TREE WORKSHEET

Using the **Conflict Tree worksheet**, write a specific conflict on the trunk and ask students which type of conflict it represents. Ask students to brainstorm causes and label the branches with the causes students offer. Begin by doing this activity as a group, then invite the students to do it individually or in pairs. Ask them to label a conflict they have experienced personally on the trunk of their tree. Then students will label the branches with the causes of the conflict. Finally, ask students to choose what type of conflict it was based on the six types of conflict highlighted on the Mind Map.

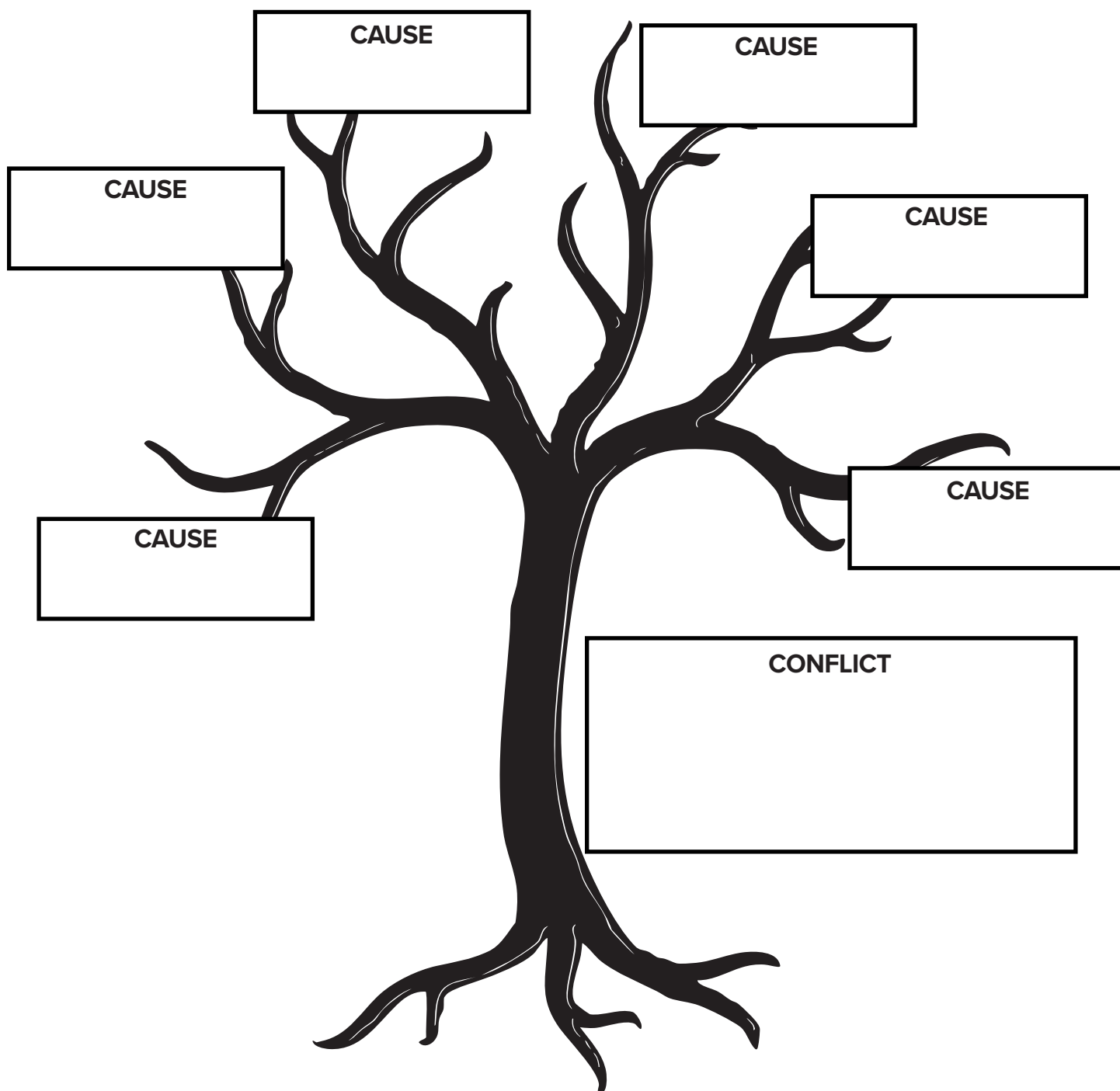
CLOSING CONSIDERATIONS

Conflict is a part of our everyday life. It is unavoidable, but the good news is we get to choose how we resolve it. We will have misunderstandings, disagreements, and sometimes personal differences in all kinds of relationships. Understanding what conflict is and what causes it can help us figure out how to resolve it. In our future sessions, we will learn more about how to respond to conflicts. We will learn how to show self-awareness, choose our words carefully, and work with others to find peaceful resolutions.

Ask students to summarize the content of this session's lesson in one sentence.

Conflict Tree

Label a conflict you have experienced personally on the trunk of your tree.
Next, write the reasons, or causes, that led to the conflict in the boxes on the branches.



Based on the six types of conflict, choose what type of conflict it was.

☐ Argument
☐ Disagreement

☐ Fight
☐ Misunderstanding

☐ Miscommunication
☐ Personal Issue

“WHAT WOULD YOU DO - THIS OR THAT?” GAME

Playing the What Would You Do - This or That? Game is a fun and engaging activity for students to develop their critical thinking skills. Students will reflect on their experience, evaluate their options based on their preferences, and reflect on the opinions of others, providing a different perspective and strengthening their sense of connection to one another.

What Would You Do-This or That?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.



What would you do if a friend made fun of you in front of others?

- Make fun of them, too
- Wait and talk about it with your friend later

What would you do if you and your brother couldn't decide who gets to sit in the front seat?

- Argue until you get your way
- Play rock, paper, scissors and winner gets the front seat

What would you do if your pencil box went missing during lunch?

- Accuse several people of stealing it
- Talk to your teacher to get help

What would you do if a student on your bus makes fun of you, and you feel embarrassed?

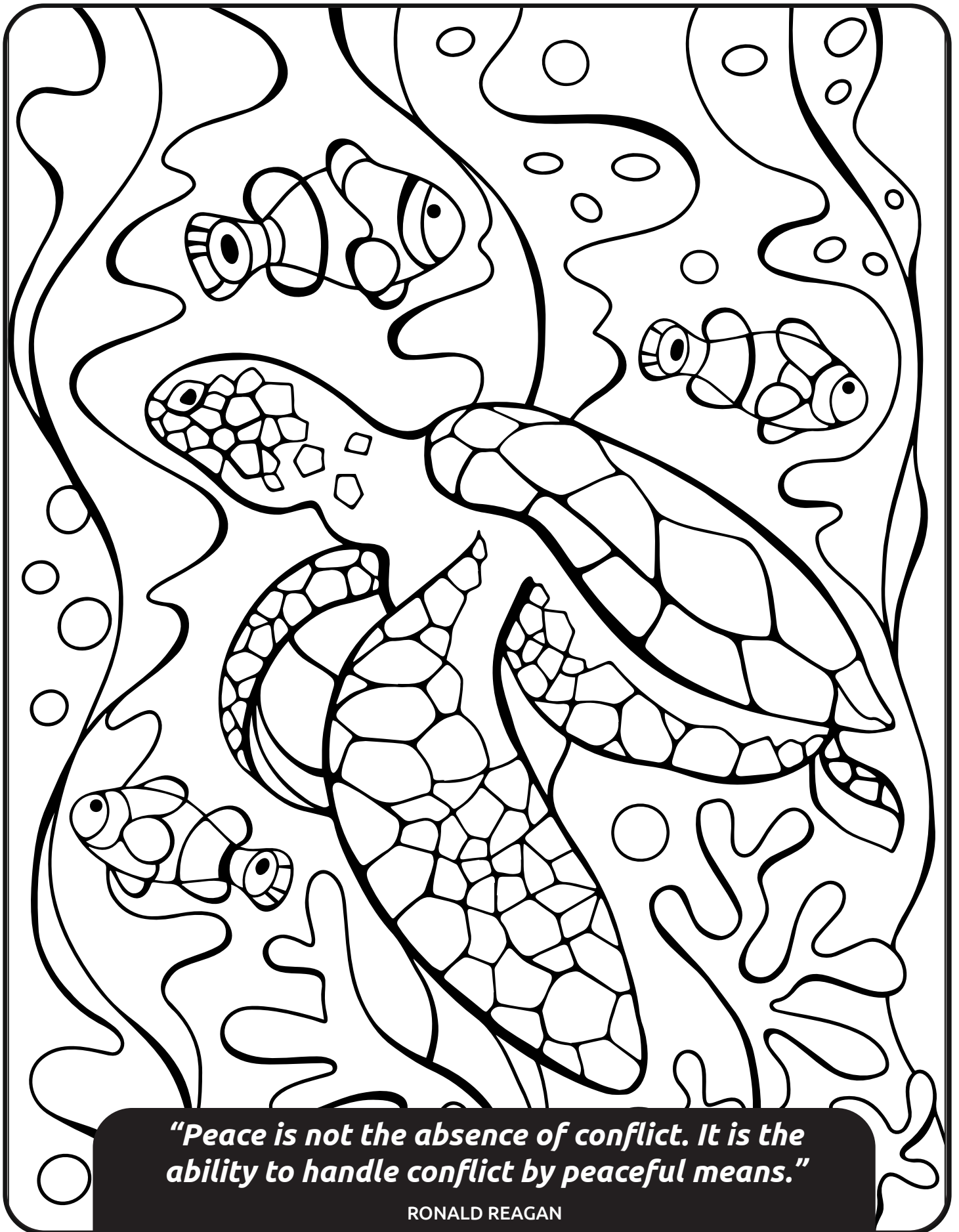
- Stand up and argue
- Ask the bus driver if you can move seats

What would you do if your parent said you would go to the park, but now they are not able to take you?

- Tell them you understand sometimes plans change.
- Start crying and yelling, “that’s not fair”

What would you do if you and another student wanted the same paint to use in art class, and there is only one?

- Tell the other student you will not be friends if they don't give it to you.
- Ask to move your seat to their table so you can share



"Peace is not the absence of conflict. It is the ability to handle conflict by peaceful means."

RONALD REAGAN