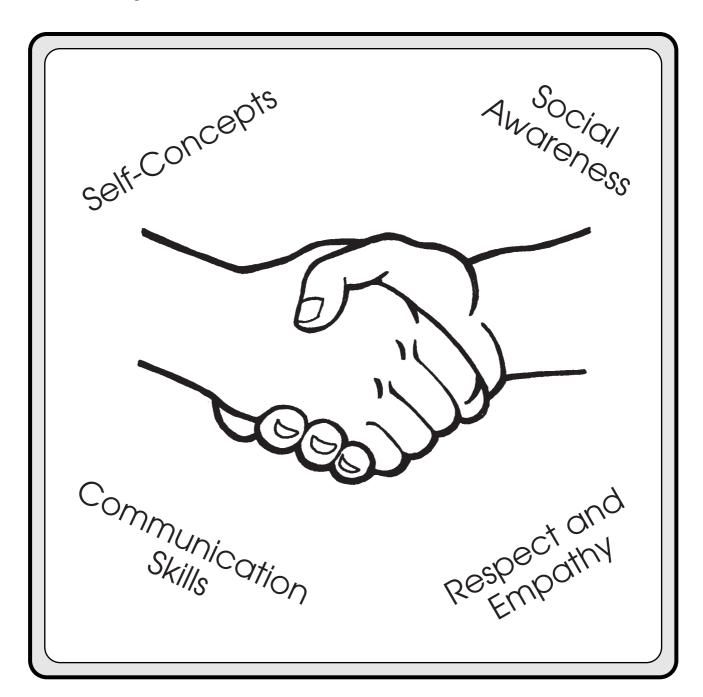
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Introduction

Conflict Resolution is more than just a book of techniques for resolving conflicts. It is, first and foremost, a systematic program designed to show teachers methods that will help their students to ward off or even bypass many conflicts altogether. It also presents non-violent ways (assertiveness, negotiation, compromise and mediation) to resolve the conflicts that do occur.

This program will take teachers and their students (years P/K-4) through five steps: developing good self-concepts, growing in social awareness, acquiring communication skills, using techniques for conflict resolution and finally, developing respect and empathy for others. In addition, age-appropriate concerns will also be addressed. Students in prep/kindergarten and years one and two will participate in activities that will help them move from parallel play to the beginning of cooperative groups. Older students in years three and four will also begin to consider the relationships among these important concepts: competition and cooperation, rules and self-direction, equal treatment and special circumstances and justice and compassion. A bonus thematic unit on friendship is also included.





Acquiring Communication Skills

Receiving: I Hear . . .

Teacher Directions: This page is a script for the teacher. Read the 'I' messages and have the students formulate their own active listening responses. Then read the 'judgment' responses and discuss.

'I' Statement	Active Listening	Judgment
I feel scared when the teacher yells.	You are saying that you feel scared when the teacher yells.	Just try not to listen!
I feel uncomfortable when I know it is my turn.	I can hear that you feel uncomfortable when it is your turn.	Try holding your breath!
I feel worried when my mother is sick.	You are saying that you feel worried about your mother.	Oh, she'll be okay!
I feel excited that my birthday is soon.	I can hear that you are excited about your birthday.	Are you going to invite the whole class?
I feel good about the test we took.	You are saying that you feel good about the test we took.	That is because you think you are so smart!





Can We Talk?

Acquiring Communication Skills

Sending: I Feel . . .

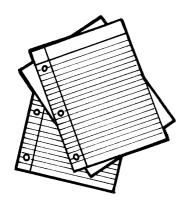
Date	Name
Date	Name

Directions: Write an 'I' message for each 'You' message.

1. You never stop talking! You keep me from hearing what the teacher is saying.

I feel_____when _____.





2. You ask me for paper every day. You never have your own supplies.

I feel_____when _____.

I want _____

3. You always pick your best friends for your team. You never give anyone else a chance.

I feel______when _____.

I want

