

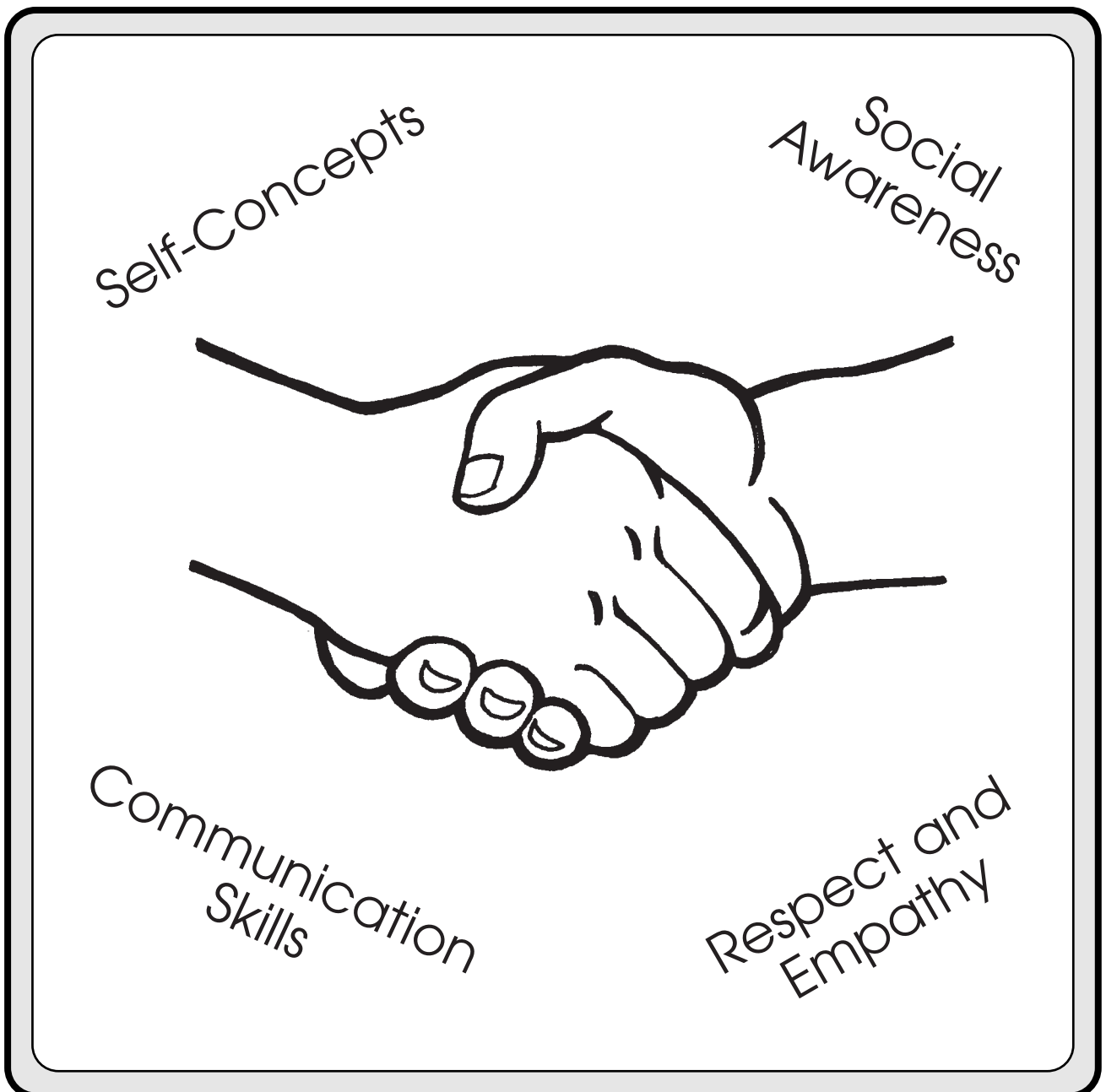
Table of Contents

Introduction	3
How to Use This Book	4
Prep/Kindergarten	5
<i>Who Am I?</i> Developing Self-Concepts	6
<i>Who Are You?</i> Growing in Social Awareness	16
<i>Can We Talk?</i> Acquiring Communication Skills	31
<i>Can We Get Along?</i> Using Techniques for Conflict Resolution.....	41
<i>Why Should We Care?</i> Developing Respect and Empathy.....	53
<i>Are We Making Progress?</i> Age-Appropriate Concerns	59
Year One/Year Two	63
<i>Who Am I?</i> Developing Self-Concepts	64
<i>Who Are You?</i> Growing in Social Awareness	78
<i>Can We Talk?</i> Acquiring Communication Skills	87
<i>Can We Get Along?</i> Using Techniques for Conflict Resolution.....	97
<i>Why Should We Care?</i> Developing Respect and Empathy.....	109
<i>Are We Making Progress?</i> Age-Appropriate Concerns.....	115
Year Three/Year Four	121
<i>Who Am I?</i> Developing Self-Concepts	122
<i>Who Are You?</i> Growing in Social Awareness	137
<i>Can We Talk?</i> Acquiring Communication Skills	146
<i>Can We Get Along?</i> Using Techniques for Conflict Resolution.....	157
<i>Why Should We Care?</i> Developing Respect and Empathy.....	173
<i>Are We Making Progress?</i> Age-Appropriate Concerns	178
Bonus Section: A Thematic Unit on Friendship	188
Resources and References	204

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

Sending: I Feel . . .

Name _____ Date _____

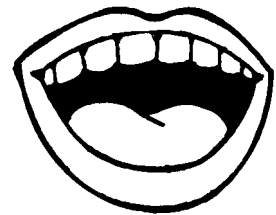
Directions: Write an 'I' message for each 'You' message.

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

I feel _____ when _____.

I want _____

_____.

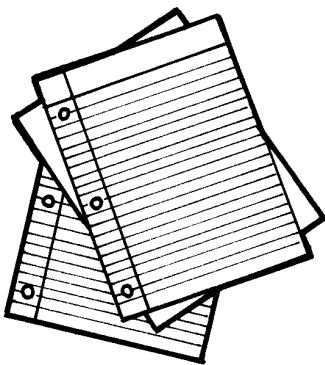


2. You ask me for paper every day. You never have your own supplies.

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 _____

_____.

