

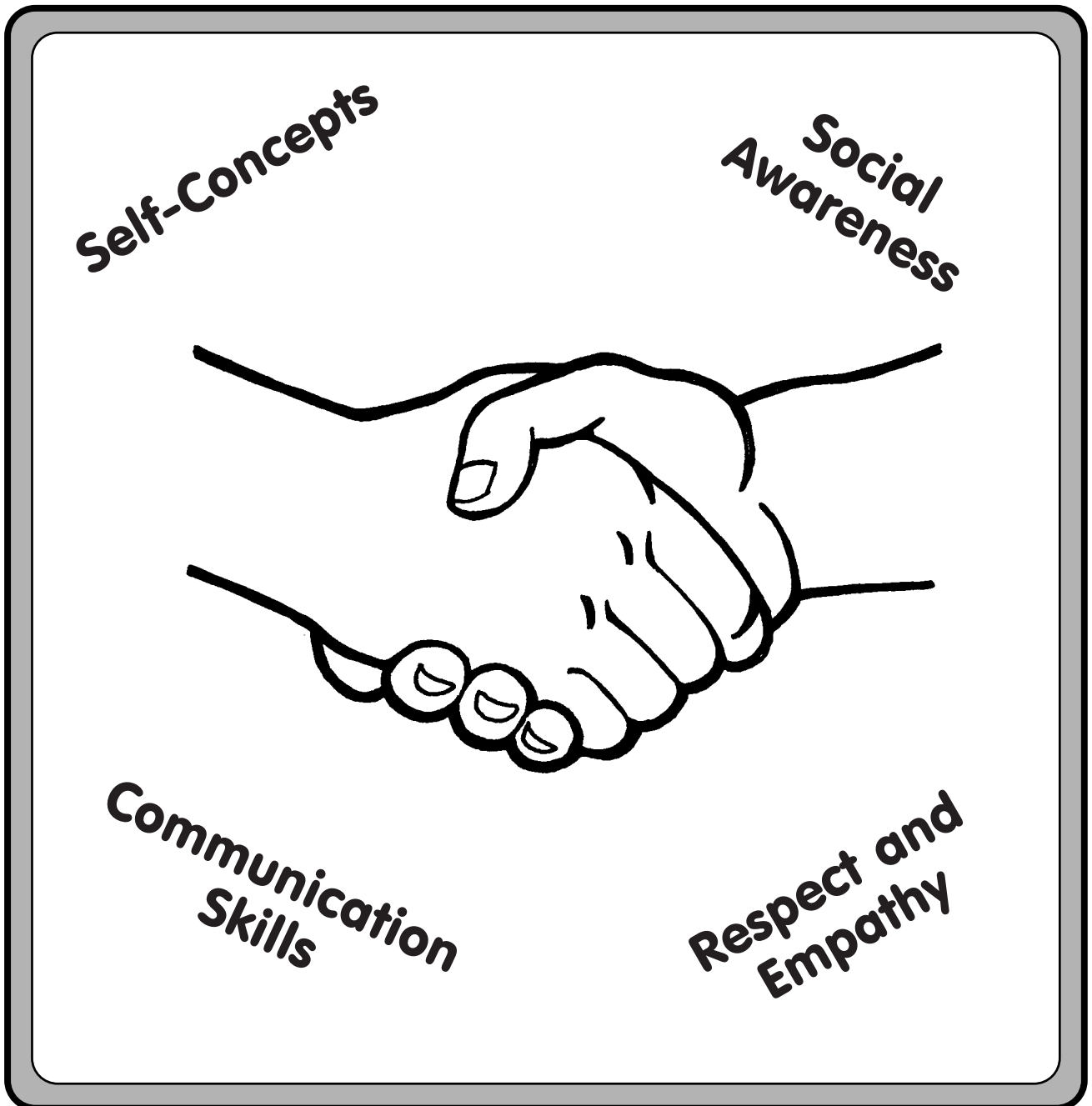
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Introduction

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 nonviolent ways (assertiveness, negotiation, compromise and mediation) to resolve the conflicts that do occur.

This program will take teachers and their students (years 5–8) through the steps of developing healthy self-concepts, growing in social awareness, acquiring communication skills and developing respect and empathy for others. Students will be encouraged to consider the relationships among these important concepts; competition and cooperation, rules and self-direction, equal treatment and special circumstances, justice and compassion. Finally, students will be given information about and practice in using techniques for conflict resolution. A bonus thematic unit about peace is also included.





Developing Self-Concepts

My Name: Nicknames

Name _____ Date _____

Writing Situation:

Pretend you have suddenly become a famous athlete. What do people call you? What do they yell when you walk out onto the court or the field or when you dive into the pool or run onto the football field?

Directions for Writing:

Write about your nickname as a famous athlete. Tell how you got it and why it suits you. Explain how you feel when you hear this nickname. Express your thoughts in complete sentences. If you need more space, continue writing on the back of this paper.



Growing in Social Awareness

Names: I Know You

Purpose:

to give every student the opportunity to learn the names of all the other students in the class and to associate the names with the right people

Materials:

- ◆ mailboxes (pigeonholes, divided cardboard cartons, etc.) with name labels, one for each student
- ◆ copies of page 15, one for each student
- ◆ pens or pencils

Activity—Part 1:

This part of the activity can simply be part of your classroom management plan. Set up a daily routine during which one student stands at the mailboxes and calls off the names of the other students one at a time. When a student hears his or her name announced, he or she may walk up to the caller to get mail/papers. At that time the student calling the names will begin to associate the person who comes to get the papers with the name that was called. Rotate the caller assignment until everyone in the class has had at least one turn.

Activity—Part 2:

Tell the students . . . It is a known fact that we are more apt to get along with people if we know their names. They become real to us and we realise that they are people too with the same feelings we have.

Pass out the writing prompt (page 15). Give your students ample time to think and write. If you use the writing process, this can be a 'quick write' or a first draft. Then give the students the opportunity to later do the editing and revising steps.

When the papers are completed (for your purposes), ask for volunteers to read their pieces aloud to the group. Remind the audience of good listening manners and the necessity for making positive comments.

Evaluation and Processing:

Test your students on the names they know. Have a contest to see who can call the most people by their correct names. Discuss the advantages of knowing the names of everyone in the class. What are the benefits? Do you enjoy having other people call you by your name?



Acquiring Communication Skills

Sending: I Feel . . .

Purpose:

to give students information about, and practice in, sending clear messages when they communicate orally, especially about a conflict situation

Materials:

- ◆ none necessary

Activity—Part 1:

This activity is designed to help your students accept the following ideas. Conflict is normal. They have the right to say how they feel and what they want. They will communicate more easily if they learn to express themselves in ‘I’ messages rather than ‘You’ messages. ‘You’ messages use words that attack and blame. Here are some ‘You’ messages:

- ◆ You always interrupt me and make me forget what I was going to say!
- ◆ You never ask before you borrow something from me!

‘I’ messages express the feelings of the person who is speaking. To facilitate the use of ‘I’ messages, teach your students to use this formula:

<p>I feel _____ when _____</p> <p>_____.</p> <p>I want _____</p> <p>_____.</p>
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Have your students practice turning ‘You’ messages into ‘I’ messages. Use the samples above and make up some of your own. Here are some possible ‘I’ messages for the ‘You’ messages given above:

- ◆ I feel frustrated when you interrupt me because it makes me forget what I wanted to say. I want to finish what I am saying without being interrupted.
- ◆ I feel angry when you borrow something of mine without asking. I want to be asked beforehand so that I can decide.

