

## Conflict Resolution Activities For Elementary Students

This practical resource gives busy teachers and counselors of at-risk students a proven, preplanned curriculum for promoting students' self-esteem--from lessons exploring what makes each child unique as a member of his/her family, school, and community to activities focusing on making and sustaining friendships, setting and achieving realistic goals, and solving conflicts where everyone is a winner.

For K-6 teachers and counselors, here are over 100 step-by-step lessons and illustrated activities that give students the tools and empathy they need to solve conflicts peacefully and feel like winners. The wide variety of lessons and activities that will appeal to all students are organized into four sections: \* Conflict-Resolution Activities for Educators helping the teacher model appropriate behaviors through 12 self-empowerment activities. \* Building the Groundwork for Conflict Resolution 29 activities to help students build their own positive identity and deal with inner-directed anger. \* Conflict-Resolution Activities for Your Classroom 69 activities develop children's conflict-solving skills and reduce their anger toward others. \* Conflict-Resolution Activities for Your School 19 activities, including those that alert students to bullies and what can be done to prevent bullying.

We can all remember how great we felt when our favorite teacher praised us for a job well done or a good instructor encouraged us during a tough assignment. We

## Online Library Conflict Resolution Activities For Elementary Students

were eager to go the extra mile for these teachers because we knew they believed in us and supported our success. In *Inviting Students to Learn*, Jenny Edwards shows us how to re-create that same enthusiasm with our own students by choosing our words carefully and creating learning environments that motivate students to be eager to learn and ready to succeed. Edwards provides 100 practical tips for making subtle yet powerful changes in our conversations with students—from how we ask students to do something as simple as turning in their homework on time to how we inspire them to set big goals for the entire school year. Edwards provides suggestions that will help us

- Build relationships with your students
- Teach more effectively
- Help students plan for the future
- Respond effectively to students' objections
- Encourage students
- Influence students
- Resolve conflicts

*Inviting Students to Learn* also contains tips for interacting with parents, reaching out to diverse student groups, and using technology to efficiently communicate with students. Edwards shows us that as we begin to shift our everyday conversations with students, we can boost their self-esteem, improve their knowledge, and increase their desire and willingness to work successfully toward their goals.

Offers advice and activities for encouraging the development of twenty essential social skills in young children, and includes lists of positive comments, target behaviors, and behavior modification techniques.

First published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

The authors provide powerful models of leadership that

## Online Library Conflict Resolution Activities For Elementary Students

are effective in developing schools where positive interethnic relations can flourish.

Dozens of easy and effective reading, writing and role-playing activities that give kids the skills they need to get along with one another.

"Prevention of Youth Violence" is a resource guide for youth development and family life professionals and volunteers. The guide is a revision of portions of the original research literature and program evaluation review published in the U.S. Army Family Advocacy Program Prevention Resource Manual. The National Network for Family Resiliency provides the guide online. Program for helping secondary school students acquire skills in conflict resolution.

Lesson plans for teachers of grades K-2 explain conflict and its causes, offer examples from literature, and suggest activities for resolving hypothetical conflicts

Based on the view that making social concepts and feelings concrete would help children in primary grades to take turns, cooperate, and solve their problems respectfully, this curriculum uses a story about the Rainbow Kids, an imaginary community of children, to introduce children to social concepts and conflict resolution skills. The Rainbow Kids experience emotions that are conveyed by the weather around them. These simple "sunny" and "cloudy" metaphors turn abstract notions of behavior into physical expressions young children can easily comprehend. Part 1 of the curriculum guide describes the impetus for the program, discusses

## Online Library Conflict Resolution Activities For Elementary Students

how the program works, summarizes the story, and details the procedures involved in presenting the program. Part 2 contains the seven lessons and two activities comprising the program; this part includes sample program materials in six appendices, and lists selected resources for elementary school teachers. Part 3 is a separate booklet for students containing "The Rainbow Kids" story. (Contains 15 references.) (KB)

Written by the cofounder of School Mediation Associates, this definitive book explains step by step how to use an effective and research-based method for teaching conflict resolution: peer mediation. The comprehensive guide covers designing, implementing, and operating a successful program and includes sample mediation session transcripts, 12 conflict resolution lessons to facilitate teaching students, and reproducible forms for teacher/student orientation. Index. Appendixes. Bibliography. Good Year Books. 263 pages.

Arguing, excluding classmates, forming cliques, "forgetting" to do homework, refusing to do work, balking at sharing. These problems, so common in elementary classrooms, can disrupt learning, frustrate children, and exhaust teachers. This book gives you five strategies for working with children to solve these sorts of problems. You'll learn to use: problem-solving conferences, conflict resolution, role-playing, class meetings, and individual written

## Online Library Conflict Resolution Activities For Elementary Students

agreements. With warmth, wit, and deep insight into classroom life, veteran teacher Caltha Crowe guides teachers in making the most of each strategy. She includes detailed steps, true stories from classrooms, actual conversations with students, and answers to real teachers' questions. Interactive planning pages will help you adapt the strategies for your own students.

For use with upper elementary and middle school students. Imagine a school or classroom where learners manage and resolve their own conflicts, where students and teachers cooperate, where diversity is celebrated, where feelings are expressed in ways that are neither aggressive nor destructive, where responsibility is the norm. Creating the Peaceable School presents a workable plan for achieving this vision. Through the conflict resolution strategies of mediation, negotiation, and group problem solving, students learn to recognize, manage, and resolve conflicts in peaceful, noncoercive ways. The Student Manual is a workbook that summarizes important concepts and contains a variety of forms and worksheets designed to reinforce learning.

The Education Place offers a collection of learning activities related to conflict resolution. The collection features materials for elementary and middle school classes. A brief description of each activity is available. The Education Place is a service of the

## Online Library Conflict Resolution Activities For Elementary Students

Houghton Mifflin Co.

Developed for educators, juvenile justice practitioners, and others in youth-serving organizations to heighten awareness of conflict resolution education and its potential to help settle disputes peacefully in a variety of settings. The guide provides background information on conflict resolution education; an overview of four widely used, promising, and effective approaches; and guidance on how to initiate and implement conflict resolution education programs in various settings. Includes curriculum resources, reading list, glossary and assessment forms. Charts and tables.

Examines conflict resolution in the classroom.

Provides definitions and outlines various types of conflict resolution programs currently in existence.

Includes the author's reflections on managing conflict in her own fourth grade classroom. Contains four interdisciplinary conflict-themed lessons appropriate for fourth graders.

This best-selling conflict management activity book is a must have for anyone working with elementary/middle school students today. These prevention oriented activities and strategies will help you reduce conflict through the creation of a more peaceful, cooperative environment and be able to use win-win strategies to resolve conflicts when they do occur. Seven thematic units provide over 70 enriching activities (many with reproducible

## Online Library Conflict Resolution Activities For Elementary Students

handouts). All activities include discussion questions designed to promote awareness and higher-level thinking. Grades K - 8

Educational resource for teachers, parents and kids! 10 reproducible plays from around the world with engaging activities that help kids build the skills they need to prevent and resolve conflicts.

Simplified Chinese and English bilingual edition of Dr. Seuss classics: the Sneetches and other stories

This book is not a conflict resolution program. It defines conflict resolution, gives the history of conflict resolution, and gives examples of strategies and activities designed to address conflict resolution in the classroom.

Over the last three school years, horrific acts of violence have taken place in America's public schools. The reality of children killing children has sparked a national debate over school violence and what can be done to prevent it. As an educator, I have been deeply affected by these episodes of school violence. After watching newscasts of a middle school shooting in Jonesboro, Arkansas, I decided that teaching conflict resolution would have to be a priority in my classroom. My challenge was to create a project that my students would find interesting, motivational, and meaningful. Because of curriculum demands, the project had to teach conflict resolution strategies as well as basic literacy skills such as reading, writing, editing, speaking, listening, and viewing. I decided to have my class produce a video, called Choose Peace. The students' goal was to create skits describing how to solve everyday conflicts without using violence. The activity required students to integrate their literacy skills with their newly gained conflict resolution strategies. The purpose of this study is to examine how

## Online Library Conflict Resolution Activities For Elementary Students

elementary students' perceptions of violence change after participating in a conflict resolution/literacy program. The study will only assess whether students' perceptions changed, not whether the students integrated these conflict resolution strategies into their real lives. The project was conducted in a heterogeneously grouped fourth grade classroom. Of the twenty-five students in the classroom fourteen were boys and eleven were girls. Eight of the students were identified as having special needs. The community in which the school is located is made up of primarily working-class families. All students involved with the activity participated in two series of interviews, one before working on the project, and one after. The interviews were transcribed and video taped. The examiner then compared the data collected in the two sets of interviews, noting any changes in perceptions after participating in the project. The data was also analyzed for any gender differences in perceptions of violence. The examiner also took field notes throughout the activity, paying special attention to how students reacted to conflicts during the creation of the video. There were indeed differences between boys' and girls' perceptions of violence. When confronted with a conflict, boys were more likely to react spontaneously than girls were. On the whole, boys were more likely to run away or react violently to conflict situations. On the other hand, girls were more likely to talk out their problems, look for a solution, and apologize when involved in a conflict. They were much less likely to use violence than boys were. The study proved that students' perceptions of violence did change after participating in the conflict resolution program. After making the video, students had a much clearer understanding of what violence was. They were able to name more places where violence occurs, reasons for violent behavior, and ways to solve problems without using violence. Students were very

## Online Library Conflict Resolution Activities For Elementary Students

aware of the presence of violence in the world and understood the negative consequences of violent behavior. The project was extremely successful. Not only did it meet its objective of integrating conflict resolution into the language arts curriculum, but it allowed the students to develop problem solving and higher order thinking skills. The students were actively involved in their own learning, and it was evident that they did begin to internalize some of the strategies discussed in class.

This widely used conflict resolution program is designed for use with upper elementary and middle school students.

Through the conflict resolution strategies of mediation, negotiation, and group problem solving, students learn to recognize, manage, and resolve conflicts in peaceful, noncoercive ways. This guide includes 63 learning activities and step-by-step teaching procedures. It features an entire chapter on program development and implementation strategies. Additional appendices include assessment measures, mediation and negotiation simulations, and a variety of reproducible program forms.

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