



Guidance Curriculum Action Plan

Year 2010-2010

Grade Level	Guidance Lesson Content	ASCA Domain/Standard	Curriculum and Materials	Projected Start/Projected End (week of):	Projected Number of Students Affected	Lesson Will Be Presented in Which Class/Subject?	Evaluation Methods How Will the Results be Measured?	Implementation Contact Person
3	Respecting Yourself	PS:A1.1 PS:A1.10	I Like Myself! Book/"I Am Special!" Worksheet	Week 1 of 4	120	All classes	Question/Answer session about lesson objectives at end of lesson	Jessica Deal Ricks
3	Accepting and Embracing Differences	PS:A2.2 PS:A2.3 PS:A2.4 PS:A2.5 PS:A2.8 PS:B1.7	Up and Down Activity	Week 2 of 4	120	All classes	Question/Answer session about lesson objectives at end of lesson	Becky Davis
3	How To Make and Keep Friends	PS:A2.8	Attractor and Repellers	Week 3 of 4	120	All classes	Pre and post tests on knowledge of friendship skills (attractors and repellers)	Stephanie Bruce
3	Conflict Resolution	PS:A1.8 PS:A2.6 PS:B1.5 PS:B1.6	Timely Tools	Week 4 of 4	120	All classes	Question/Answer session about lesson objectives at end of lesson	Mona Vosough

Principal's Signature _____ **Date** _____ **Prepared by** _____

Friendship: A Third Grade Classroom Guidance Unit

Rationale

Friendship is an important aspect of the school experience. Friendships help children develop morally, emotionally, and socially. They also have increased positive attitudes and learning about school when they are aware they have friends there (Ferrer-Chancy & Fugate, 2003). Friendships aid students with handling developmental transitions and life stress (Hartup & Stevens, 1999).

Friendships in which students gain positive support leads to increases in their levels of academic and school engagement (Perdue, Manzeske, & Estell, 2009).

Focusing on increasing the capacity of students to make more meaningful friendships, as well as managing their behaviors and emotions, can serve to improve school success, all of which are prerequisites to school readiness and academic success (Webster-Stratton & Reid, 2004). Making new friends in the classroom was associated with increased school performance, while early peer rejection foreshadowed lower school performance, as well as less favorable school perceptions and increased levels of school avoidance (Ladd, 1990).

In contrast, conflict with friends or peer rejection is related to lower school engagement, higher levels of school avoidance, lower performance levels, and has been linked to early school dropout (Buhs, Ladd, & Herald, 2006; Perdue, Manzeske, & Estell, 2009). Oftentimes, students are unaware of how to best deal with conflict. Many of the conflict resolution tactics that children have learned are avoidance or reciprocating aggression rather than reacting in a constructive way (Horne, Stoddard, & Bell, 2007).

Schools should be more concerned with creating a culture of respect that focuses on problem solving and constructive forms of resolving conflict (Horne, Stoddard, & Bell, 2007). In this way, students will be best prepared to handle conflict situations with the appropriate tools and strategies. Additionally, elementary-school children are reaching an age where they are capable of perspective-taking. Programs which incorporate tolerance and diversity promote the acceptance of and respect towards differences existing amongst students. This, coupled with their ability to consider others' perspectives, can address issues caused as a result of intolerance. One way to address this is by incorporating social-personal skills into lesson plans (Miller & Sessions, 2005).

Hartup (1996) summarized that children who have friends are not only more sociable, self-confident, and cooperative, but they are altruistic and more socially competent. Social-emotional learning, in which they are developing social and behavioral skills, further facilitates academic achievement as well as career development (Van Velsor, 2009). Students who are seen as being socially competent are more successful in academics, whereas poor social skills have been found to be a strong predictor of academic failure (Webster-Stratton & Reid, 2004). This relationship between social skills and school engagement is as strong as the relationship between school engagement and academic achievement, suggesting that social and academic skills are closely intertwined (Perdue, Manzeske, & Estell, 2009). A student who has developed such skills becomes less likely to develop aggression, depression or violent behaviors (Hartup, 1990; Van Velsor, 2009).

Targeted Audience

The targeted audience consists of all third-grade students in our elementary school.

Objectives:1) ASCA National Standard/Competency and NCSCOC Guidance Goals:

Personal/Social Domain:

Standard A: Acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others.

- PS:A1.1; NC:7.01 - Develop positive attitudes toward self as a unique and worthy person
- PS:A1.10 - Identify personal strengths and assets
- PS:A2.2 - Respect alternative points of view
- PS:A2.3; NC:7.09 - Recognize, accept, respect and appreciate individual differences
- PS:A2.4; NC: 7.10 - Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5; NC:7.11 - Recognize and respect differences in various family configurations
- PS:A2.6 - Use effective communication skills
- PS:A2.8; NC:7.14 - Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

- PS:B1.5 - Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6; NC:6.03; NC:8.05 - Know how to apply conflict resolution skills

2) NCSCOS Goals/Objectives:

- 3rd Grade Social Studies:
- Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.
- NC:1.05 - Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior

3rd Grade Language Arts:

- Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
- NC:2.02 - Interact with the text before, during, and after reading, listening, or viewing
- NC:2.05 - Draw conclusions, make generalizations, and gather support by referencing the text
- NC:2.06 - Summarize main idea(s) from written or spoken texts using succinct language

Overall Outcome Goals

By the end of this unit students will be able to develop a positive self-image, embrace differences in others, make new friendships with others in their peer group, and be able to use appropriate strategies to resolve conflicts.

Evaluation Plan

Prior lessons will be reviewed at the beginning of each new lesson. At the close of each lesson, students will display their knowledge of the current topic. By the end of Lesson One, students will be able to identify characteristics that make themselves unique and the importance of liking yourself. By the end of Lesson Two, students will be able to identify why it is important to accept differences and how they contribute to friendships. By the end of Lesson Three, students will be able to identify the qualities that both attract and repel friends. By the end of Lesson Four, students will be able to identify conflict resolution strategies and situations in which each strategy would be most appropriate.

Theoretical Foundation

The theoretical foundation most closely associated with the classroom guidance unit is that of Cognitive-Behavioral Theory. In this unit, students are taught not only how to think positively about themselves and others, but also how to develop and maintain positive friendships and the ability to resolve conflicts when they arise.

Multicultural Considerations

The classroom guidance lessons are aimed at all students. Among all the classrooms there are differences in gender, race, language, learning styles, cultures, and more. These lessons have been created with broad topics and a variety of activities that can reach all students, regardless of any differences. In particular, the second lesson of the unit highlights diversity and its importance in knowing oneself and understanding differences in others.

Differentiation Strategies

The classroom guidance unit incorporates a variety of different teaching strategies to maximize student participation and the learning of the material. Along with the auditory information presented in each lesson and in readings, visual stimuli will be used through picture books, posters, and worksheets, and kinesthetic learning will be used during role-playing activities and the "Up and Down" activity. Through the use of these techniques, it has been ensured that no lessons are given in any single style so that all students are able to process through whichever style they gravitate towards.

Rationale of Sequence

Students must first know about themselves before they can learn about others. Once they are able to appreciate the differences existing between individuals, they will be able to build relationships. These relationships may face conflict, at which point, they will be able to use conflict-resolution skills in order to resolve the conflict.

Classroom Guidance Unit

LESSON 1: I like me! (Self-Respect)

Lesson 1 Objectives:1) ASCA National Standard/Competency:

- A. Personal/Social Domain: Standard A- Acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others.
 - PS:A1 Acquire Self-knowledge
 - PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
 - PS:A1.10 Identify personal strengths and assets

2) NCSCOS Goal/Objective:A. Guidance:

NC:7- Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

- NC:7.01 Develop a positive attitude toward self as a unique and worthy person.

B. Language Arts: Third Grade

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Lesson 1 Outcomes:

- Students will identify what makes them unique and special
- Students will know why it is important to like yourself

Lesson Assessment Strategies:

- Informally assess by discussing objectives before and again after the lesson.

Materials/Resources:

- I Like Myself! by Karen Beaumont and Davie Catrow
- I Am Special! worksheet
- Pencils, crayons

Introduction/Review:

- Go over rules and expectations
- State Objectives for the lesson
- Go over topic
 - Ask students what makes you unique and special?
 - Ask students why is it important to like yourself?

Main Content/Experiential Activities:

- 1) Book
 - Talk about cover and title, ask children to predict what it might be about, ask how they think they will feel while reading the book.
 - Read the book. While reading, allow students to check their predictions and ask questions.
 - After reading, ask how they felt while reading the book, ask what the author's message was.

- 2) Worksheet
 - Give instructions: Using a pencil, write your name at the top. Fill in the blanks with statements about yourself.
 - When they are finished, have them draw and color a picture of their favorite thing about themselves on the back of the worksheet.
 - Pass out worksheet.

Processing:

- Discuss what types of things make people unique and special.
 - Have students give examples.
- Have several students share their drawings and favorite things about themselves.
- Discuss why it is important to like yourself.

Closing:

- Revisit lesson objectives.
 - Have students answer the questions (What makes people unique and special? and Why is it important to like yourself?).
- Charge the students to share and celebrate the things that make them unique.

Reading Material:

Beaumont, K. & Catrow, D. (2004). *I Like Myself!* New York: Harcourt Children's Books.

Worksheet courtesy of:

http://teacher.scholastic.com/lessonplans/bookfairs/currconnection/like_myself.htm.

Name: _____

I Am Special!

Directions:
Complete each of these sentences
and find out why you are special.

My name is _____.

The color of my hair is _____.

My eyes are _____.

I am _____ inches tall.

I weigh _____ pounds.

I have _____ people in my family.

My favorite food is _____.

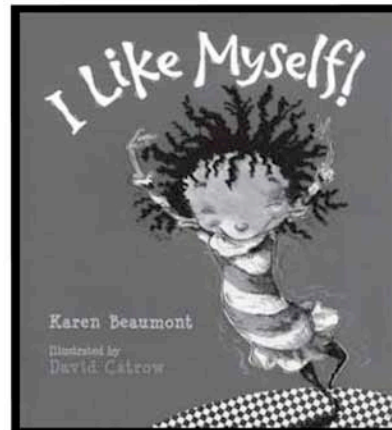
I can _____ the best!

My favorite book is _____.

I live in a _____.

I love _____.

I know I am special because _____



This activity is based on *I Like Myself* by Karen Beaumont

 SCHOLASTIC

Find more activities at <http://teachers.scholastic.com/fairs>. Permission to reproduce is fully granted by Scholastic Inc.

Curriculum Connections brought to you by Book Fairs

LESSON 2: Accepting and Embracing Differences

Lesson 2 Objectives:

1) ASCA National Standard/Competency:

- A. Personal/Social Domain: Standard A- Acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others.
 - PS:A2.2 - Respect alternative points of view
 - PS:A2.3 - Recognize, accept, respect and appreciate individual differences
 - PS:A2.4 - Recognize, accept and appreciate ethnic and cultural diversity
 - PS:A2.5 - Recognize and respect differences in various family configurations
 - PS:A2.8 - Learn how to make and keep friends
- B. Standard B: Students will make decisions, set goals and take necessary action to achieve goals.
 - PS:B1.7 - Demonstrate a respect and appreciation for individual and cultural differences

2) NCSCOS Goal/Objective:

A. Guidance:

NC:7- Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

- NC:7.09 - Consider individual differences.
- NC:7.10 - Consider ethnic and cultural diversity.
- NC:7.11 - Consider different kinds of families.
- NC:7.14 - Demonstrate how to make and keep friends.

B. Social Studies:

Skill Competency Goal 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.

- 4.03 - Recognize and analyze values upon which judgments are made.

Lesson Outcomes:

- Learn that individual and cultural differences exist in other people
- Learn to accept and embrace differences
- Apply this skill in friendships
- Increase tolerance and understanding

Lesson Assessment Strategies:

- Informal question and answer session to determine previous knowledge and later comprehension of lesson material

Materials:

- “Up and Down” activity sheet for presenter
- Enthusiasm

Introduction/Review:

- Review Lesson 1
 - With review discuss different concepts that make up identity that can also differ with culture (race, religion, age, family structure, intelligence, etc.)
- Introduce topic of friendship
- Ask students if certain qualities are required in a friend
- Ask about similarities between students and their friends

Main Content/Experiential Activities:

- Explain rules of “Up and Down” activity
 - Students will be read a characteristic and if it applies to them, they should stand up
 - If they are already standing from a previous answer and the new characteristic does not apply to them, they should sit down
 - As they stand or sit they can look around and see which of the characteristics apply to other people as well
 - Ask students to notice when they have a connection with someone (whether they are sitting or standing)

Processing:

- Instruct students to resume their seats
- Discuss what traits they found different from themselves
- Ask if differing on any of the traits (if any) from the activity would change how people felt about their friends
- Once students realize that the differences exist, have discussion about accepting all differences
 - Discuss with students that who we are, our history, where our families come from are all qualities that make each of us special and unique
 - If we were all the same the world would be a boring place
 - Discuss how accepting differences is an important part of being a good friend and that being open-minded about others helps them to accept his/her own individual traits

Closing:

- Go around the class and have students give an example of a one new difference they learned about
 - After each example have that student, or another student, say what it’s important to acknowledge that difference (looking for things like it’s respectful to acknowledge those differences, it makes people feel special and unique- or yourself, it’s part of being a good friend, etc.)

Up and Down



Directions: Stand up if ...

(During this activity students will often suggest topics they want to recognize- so go with the flow!)

1. **(Birth Order)** you are the oldest, you are the youngest, you are the only child
2. **(Origin)** you were born in Raleigh, you were born in North Carolina, you were born in another state, you were born in another country
3. **(Music)** you like hip-hop music, you like country music, you like rock music, you like classical music, etc.
4. **(Schools)** you like UNC, you like NC State, you like Duke, you like ECU, you like the University of Texas
5. **(Hobbies)** you like dancing, you like karate, you like singing, you like soccer, you like playing video games, you like cooking, you like reading, you like shopping, you like football
6. **(Culture)** you or someone in your family speaks a different language at home, you celebrate a holiday that not all of your friends celebrate

LESSON 3: How To Make And Keep Friends

Lesson 3 Objectives:

1) ASCA National Standard/Competency:

- A. Personal/Social Domain: Standard A- Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- PS:A2.8 – Learn how to make and keep friends.

2) NCSCOS Goal/Objective:

A. Guidance:

- NC:7- Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.
- NC:7.14- Demonstrate how to make and keep friends.

B. Language Arts: Third Grade:

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- NC:2.02 Interact with the text before, during, and after reading, listening, or viewing by:
 - a. setting a purpose.
 - b. previewing the text.
 - c. making predictions.
 - d. asking questions.
 - e. locating information for specific purposes.
 - f. making connections.
 - g. using story structure and text organization to comprehend.

Lesson 3 Outcomes:

- Identify good friendship characteristics
- Identify unfriendly characteristics
- Identify ways to make friends
- Identify ways to keep friends

Lesson Assessment Strategies: Pre-test and post-test to determine if students can identify traits that “attract” friends and traits that “repel” them

Materials/Resources:

- Pre-test/Post-test
- Poster to list positive and negative friendship traits
- Attractor/Repellor tic-tac-toe game boards with + and – game pieces
- Attractor/Repellor call card for tic-tac-toe game
- Strong magnets to demonstrate attracting and repelling

- *How To Be A Friend* by Laurie Krasny Brown and Marc Brown

Introduction/Review:

- Review Lesson 1 and 2 (Liking ourselves, Embracing Others' differences) by asking students to discuss ways we show we like ourselves, and ways we embrace diversity among others.
- Restate expectations and rules for lesson.
- State Objectives for the lesson
 - Identify behaviors that make a good friend
 - Identify behaviors that make an unpleasant friend
 - Identify strategies in making friends
 - Identify strategies in keeping friends
- Have students stand up if they can identify attractor behaviors (record results for pre-test).
- Have students squat down if they can identify repeller behaviors (record results for pre-test).

Main Content/Experiential Activities:

- Pose question: which behaviors do we exhibit that help form and keep friendships (attract)?
 - Discuss how we choose our behaviors (how we act towards others, things we say) and how others see and use that information to help them decide if they are going to be your friend.
 - Use magnets to show how they are drawn together/stick together and how people's behaviors are similar: they can make you want to be around them.
 - Role-play with a student volunteer an attractor behavior scenario.
 - Ask students if they have connections with this behavior.
 - Have students give examples and write on poster under positive (attractor) character traits.
- Pose question: which behaviors do we exhibit that keep us from having friendships (repel)?
 - Explain that you can choose negative behaviors that sometimes push people away.
 - Use magnets to show how they repel and how people's behavior can make you want to not be around them.
 - Role-play with a student volunteer a repeller behavior scenario.
 - Ask students to discuss how that would make someone feel. Then ask for students to come up with behaviors that could make it an "attractor" scenario.
 - Have students give examples and write on poster under negative (repeller) character traits.

Processing:

- Check student's knowledge on "attractor" qualities and "repeller" qualities: Play Attractor and Repeller tic-tac-toe

- Pass out one game board with five “+” and five “-“ game pieces
 - Explain that when a behavior is called out, if you have it on your game board, place a “+” if it is an “attractor” or a “-“ if it is a repellor
 - To win you must have three in a row (vertical, horizontal, or diagonal) and that it doesn’t matter if they are all the same pieces or a mix of the two
 - When the first person calls out tic-tac-toe go over each phrase and call on different students to decide if that is an “attractor” or “repellor”
- Read (if time permits) *How To Be A Friend* by Laurie Krasny Brown and Marc Brown
 - Have students identify attractor and repellor behaviors from the book
 - Have students discuss which behaviors they exhibit and why
 - Have students discuss the consequences of “repellor” behavior

Closing:

- Have students stand up in they can identify attractor qualities (record results for post-test)
- Have students squat down if they can identify repellor qualities (record results for post-test)
- Charge the students to commit several acts of kindness (attractors) throughout the week

Reading Material:

Brown, L.K., & Brown, M. (2001). *How to be a friend: A guide to making friendships and keeping them*. New York: Little, Brown, and Company Books for Young Readers.

Attractor/Repellor tic-tac-toe game from:

Senn, D.S., & Sitsch, G.M. (2001). *Puzzle pieces: Classroom guidance connection*. New York: YouthLight, Inc.



Attractors and Repellors

ATTRACTOR AND REPELLOR CALL CARDS

DIRECTIONS FOR USE:

Cut the call cards apart. Put them in a bag or container. When playing the game, draw a card out, read the behavior, and have the students decide if it is an attractor or repellor behavior. If it is an attractor, students cover the behavior with a + symbol. If it is a repellor, students cover the behavior with a -.

Asks you to play	Makes a mean face
Calls you a name	Makes fun of you
Cheers you up	Plays a joke on you
Cuts in front of you	Plays with you
Gives you a hug	Pushes you
Helps you	Says hello
Hugs you	Shares with you
Ignores you	Smiles at you
Interrupts you	Talks to you
Laughs at you	Tattles on you
Leaves you out of a game	Teases you
Lets you borrow a pencil	Tells a lie on you
Lies to you	Tells you a joke
Listens to you	Tells you a secret



Attractors and Repellers

ATTRACTOR AND REPELLOR TIC-TAC-TOE CARDS

Listens to you	Smiles at you	Cheers you up
Hugs you	Calls you a name	Plays with you
Lets you borrow a pencil	Makes a mean face	Tells a lie about you

Asks you to play	Leaves you out of a game	Teases you
Tells you a secret	Ignores you	Laughs at you
Listens to you	Interrupts you	Lies to you

 **Attractors and Repellers****ATTRACTOR AND REPELLOR TIC-TAC-TOE CARDS**

Tells you a joke	Teases you	Listens to you
Laughs at you	Gives you a hug	Asks you to play
Says hello	Plays a joke on you	Ignores you

Says hello	Asks you to play	Teases you
Lets you borrow a pencil	Smiles at you	Shares with you
Plays a joke on you	Lies to you	Ignores you

+ and - cards

+	+	+	-	-	-
+	+	+	-	-	-
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LESSON 4: Conflict Resolution

Lesson 4 Objectives:1) ASCA National Standard/Competency:

- A. Personal/Social Domain: Standard A- Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
 - PS:A1.8-Understand the need for self-control and how to practice it.
 - PS:A2.6-Use effective communication skills.

- B. Standard B-Students will make decisions, set goals and take necessary action to achieve goals.
 - PS:B1.5-Demonstrate when, where and how to seek help for solving problems and making decisions.
 - PS:B1.6-Know how to apply conflict resolution skills.

2) NCSCOS Goal/Objective:A. Guidance

NC.6- The learner will understand the relationship between personal qualities, education, and training, and the world of work.

- NC:6.03-Use conflict management skills with peers and adults.

NC.8- The learner will make decisions, set goals, and take appropriate action to achieve goals.

- NC:8.05-Apply conflict resolution skills.

B. Social Studies: Third Grade:

Competency Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

- NC:1.05-Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.

Lesson 4 Outcomes:

- Identify strategies for solving conflicts.
- Identify conflict resolution strategies appropriate for specific situations.

Lesson Assessment Strategies:

- The student will be able to identify strategies for resolving conflicts as well as identify situations for which those strategies would be most appropriate.

Materials/Resources:

- ‘Timely Tools’ conflict posters

- ‘Timely Tools’ conflict situation role-play cards

Introduction/Review:

- Review Lesson 1-3
- State Objectives for the lesson
 - Identify strategies for solving conflicts.
 - Identify situations most appropriate for each strategy.

Main Content/Experiential Activities:

- Tell students you are going to build a house and say that you have everything you need because you have a hammer. They should tell you that there are other things you will need in order to build your house. Stress the importance of having the appropriate tools for the job.
 - Explain that in conflicts, different things may need to be done in order to manage the conflict. Just like building a house, the right tool is essential to get the job done.
- Present each ‘tool’ in the box, using the Timely Tools posters:

Ignore	Avoid
Share	Talk It Out
Take Turns	Negotiate
Compromise	Apologize
Get Help	Humor
Postpone	Chance

 - For each conflict resolution tool, explain what each strategy looks like. Ask the students for examples of situations in which each strategy could be used.
 - For ‘Compromise,’ emphasize that students should never compromise if someone is trying to talk them into doing something they feel is wrong.
 - For ‘Get Help,’ emphasize that students should always use this tool first if someone is hurting them.
- Ask the students for a common problem they face with friends. Have two students role-play how the problem could be solved using ‘Talk It Out.’

Processing:

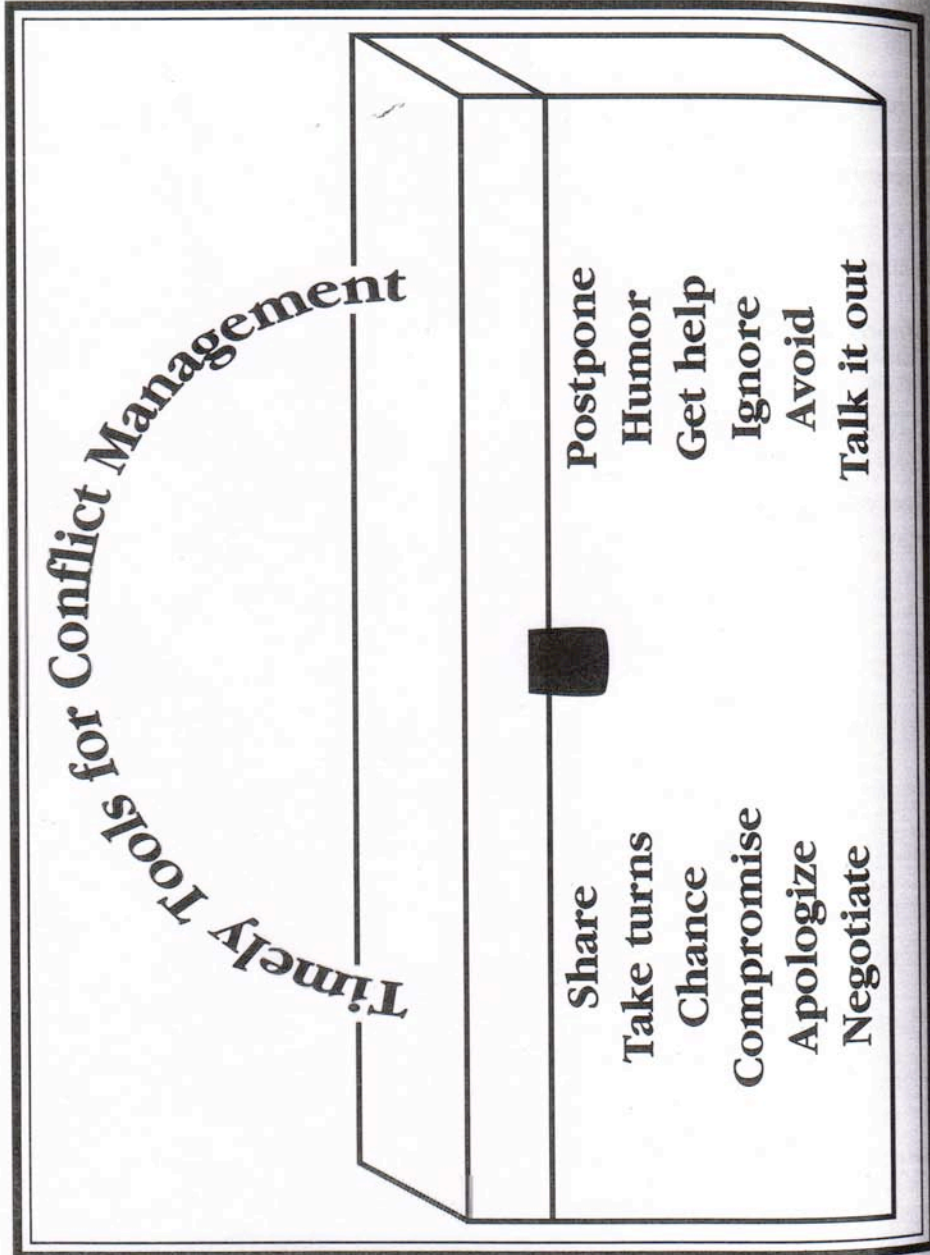
- Present several conflict situations, using the role-play cards, and have students choose the tool that will help them best get the job done. Emphasize that there may be several tools that will be appropriate for some situations.

Closing:

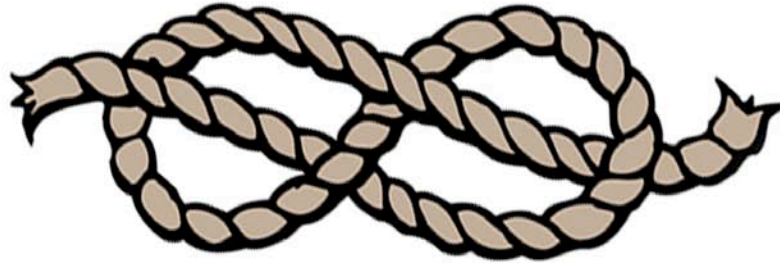
- Ask students if they can name four strategies for resolving conflict and an example of when they might use each.

Timely Tools material adapted from:

Senn, D.S., & Sitsch, G.M. (1996) *Coping with conflict: An “elementary” approach*. Chapin, SC: YouthLight, Inc.



The following are six of the 12 posters to be used in lesson four. The content was adapted, however the posters are our creation.

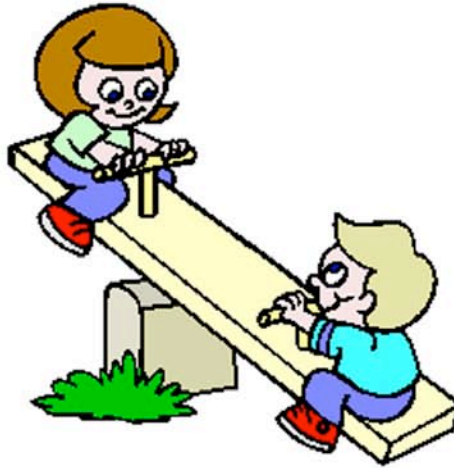


Compromise

Compromise

A rope could be used in a tug-o-war with each side pulling in a different direction working against the other. One side wins and the other loses. Conflict is not solved this way. Instead, we could take both ends of a rope and willingly come together to form a circle; both become winners. In compromise, both can stop pulling in their opposite directions and decide to work together.

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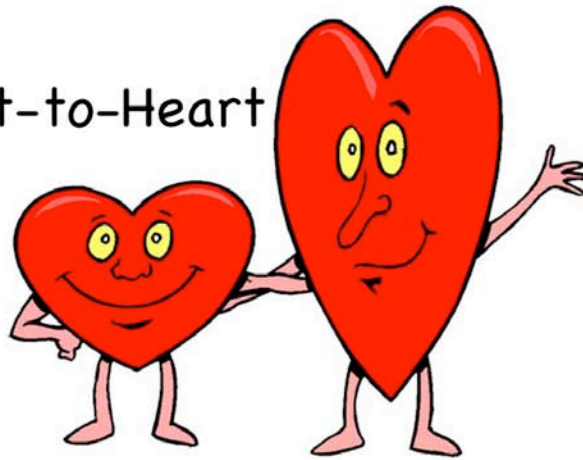


Taking Turns

Taking Turns

When playing on a see-saw, the fun only happens when you take turns going up and down. Often a conflict can be solved by taking turns with each person having their way for a while. In doing this each person is happy.

Heart-to-Heart



Talk It Out

Talk It Out

A heart can remind us of loving and caring about others. So when you have a problem, have a "heart-to-heart" and talk about your feelings in a caring way. Be sure each person has a chance to talk and listen.



Apologize

Apologize

Just like a bandage can help when you scrape your knee or leg, an apology, saying "I'm sorry," can help when someone gets hurt from a conflict or disagreement. Say "I'm sorry" if you did something wrong. If you feel you did not do anything wrong, it can still help to say, "I'm sorry that we have gotten into this argument."

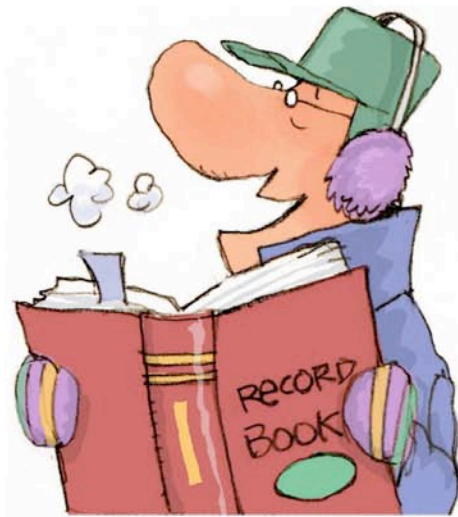
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Get Help

Get Help

Just like an S.O.S. flag is a signal flag calling for help when a boat is in distress, we often get in distress with conflicts. This could happen when you have tried many ways to settle the conflict and have been unsuccessful or if someone is about to be hurt. GET HELP. Go to a person who can be counted on for a fair decision in helping to solve the conflict such as a teacher, parent, counselor, grandparent, or someone else that you can trust.



Ignore

Ignore

Just like a pair of earmuffs can block out the cold or block out a noise, sometimes it can be important to block out or IGNORE if someone is picking on you or teasing you. Sometimes people may pick or tease just to get you mad or upset. If you choose to ignore them and get busy doing something else, this may manage the problem.



Chance

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When both of you have a disagreement over who goes first or whose suggestions or ideas to go with, you may choose to let chance or luck decide. Before "flipping a coin" or "drawing a straw" both of you must agree to accept the answer.

Got a problem? TALK IT OUT!

How to Talk It Out:

☹ Person 1 says... "We need to talk it out."

☹ Person 2 says... "O.K."

Go to a quiet place and sit eye-to-eye and knee-to-knee.

☹ Person 1 says... "It makes me feel _____ when you _____."

☹ Person 2 LOOKS and LISTENS and then says... "So you're saying you feel _____ when I _____?"

☹ Person 1 says... "Yes" or "No."*

*If "No," Person 2 tries again.

☺ Person 2 can say... "Sorry!"

"I'll help fix it."

"We need a grown up's help."

If Person 2 needs to Talk It Out with Person 1, (s)he would do so now.

☺ Person 2 says... "Still friends?"

☺ Person 1 says... "Still friends!"

Person 1 and Person 2 shake hands and get back to the fun!

REPRODUCIBLE TIMELY TOOLS ROLE-PLAY CARDS

You want to play a game and your friend says that if you don't jump rope she's going home. What could you do?

You and your friend are playing a game and you both want to go first. What could you do?

Someone on the bus calls you names every day. What could you do?

Your aunt gives you and your brother \$10 together to spend at the toy store. You want one thing and your brother wants another. What could you do?

Your friend let you borrow his new crayons and now you can't find them. Your friend is upset. What could you do?

You saw your friend cheat to win the game you're playing, but your friend denies it. What could you do?

Your sister won't clean her side of the playroom. Your parents have said that no one can watch TV until the playroom is clean. What could you do?

Your grandma is coming to town for the day. Your best friend has invited you over for the same day. You know that your friend's feelings have been hurt when you've not been able to come over before. What could you do?

You have asked your brother many times not to touch your new CD. Now it is missing and he says he doesn't know anything about it. What could you do?

You checked out a book from the media center and your little sister scribbled in it. What could you do?

Your best friend is saying mean things about the new kid in your class. She says that if you're friends with the new girl you can't be her friend. What could you do?

When your friend comes over to play with you, she always leaves your room a mess and then you have to clean it up. What could you do?

You are with a group of your friends who are planning a class party. Every time you start to say something you get interrupted.
What could you do?

Some tough kids in school seem to do a lot of picking on others. Out at recess, they are playing on the basketball court. You usually like to play basketball or soccer at recess. What could you do?

You and your brother both want to sit in the front seat of the car, but there is only room for one.
What could you do?

Mary just pushed you while walking down the hall.
What could you do?

You are trying to do your math homework. Your sister has the TV turned up so loud that you can't think.
What could you do?

You are trying to listen to the teacher, but your friend keeps talking to you.
What could you do?

Your friend is visiting at your house for the afternoon. Your friend wants to play outside and you want to play video games.
What could you do?

You're watching a favorite TV show when someone changes the channel.
What could you do?

At recess, you join a group playing soccer. As you're playing, they start to make fun of you by laughing at the way you're kicking the ball and saying that you're no good. What could you do?

A kid you know calls you names.
What could you do?

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