

“Connect 5”

Purpose: The purpose of this activity is to:

1. Students will discover that conflicts can be approached by two vastly different strategies: Through Battle (winning) or Peaceful Resolution (resolving.)
2. Improve student understanding of how Peaceful Resolution of conflict with family, friends, and others begins with him/her self. And,
3. Through the use of connecting five peaceful skills (respecting, listening, sharing, problem solving, and working through) conflicts can often be mutually resolved without the damaging & long lasting effects used in battling conflict (bullying, intimidating, frightening, sneaking around, and name calling/yelling.)

Materials: Pencil & Activity Handout (see last page of this activity.) * Projector (optional)

Time: Approximately 25-30 minutes.

Key Words: Conflict, Battle, Resolution, Respect, Listen, Share, Problem Solve, and Work.

Part 1.

Procedure: Introduce/reintroduce yourself to kids. Review the activity you had done with their class the last time you were there (The Level.) See who remembers wearing the cool glasses and trying to balance the level. Remind students the activity was about learning how to adjust to and learning “level headed” strategies in dealing with stress no matter how cool you think you are!

Announce: I’ve got a new counseling activity for us today. I’ve brought an activity sheet for each of you. All you’ll need to have is a pencil and be ready to listen=)

Distribute: Handouts.

State: You’ll need to follow my every direction. Do not work ahead of me even if you think you know what I’ll ask next. Let’s get started!

State: All eyes on me. Look to where I’m pointing on the paper. Put your first name *in the box* that reads Self. Use the line under the word Self to write your name on. Raise your hand if you’re not sure what I want you to do. (Be sure to demonstrate.)

Introduce & Show: The five critters on the activity sheet. Point to each and state their names: Raptor, Lion, Shark, Python, and Wolf.

Point: To the list of critter names on the left hand side of the activity sheet.

State & Demonstrate: Now, I want you to choose three of your favorite critters from this list. Put an X in the corresponding box of the critter you choose under your name. You can have three

Fourth Grade-Lesson Two

critters, one X per box. Three critters only! Double check that you have only three critters marked with only three X's listed under your name. Look at my paper if you're not sure. If you're not sure what I'm asking you to do, raise your hand.

Walk: Around the room to make sure everyone is following directions.

State & Demonstrate: Next category. For those of you that have a brother or sister, choose one of them closest to your age and write his/her name in the box that reads Sibling. (Sibling is just a fancy word for brother, sister, half brother, step sister, foster brother, etc.) Be sure to write his/her name on the line in the box that reads Sibling. For those of you that don't have a brother or sister, write in a name of someone you know what would make a really good brother or sister!

Now, I want you to choose for your brother or sister three of their favorite critters from the list by placing an X in the corresponding box under their name. The critters can be the same or different than yours. For example, you might choose for your brother/sister the Lion because he/she is pretty intimidating like a Lion or you know he/she just likes Lions! Raise your hand if you're not sure what I'm asking you to do.

Walk: Around the room to make sure everyone is following directions.

State: So far so good! Let's do the same thing again but this time, write in the name of one of your cousins on the line in the box that reads Cousin. Choose three critters for your cousin by placing an X in the box of the critter that corresponds to those critters directly under your cousin's category (demonstrate.) Do it just like you did for yourself and your sibling. Remember, the critters can be the same as yours or any different combinations. For example, you might choose the Raptor because he/she stomps around like a Raptor or you know he/she likes Raptors! But if you're not sure what I'm asking you to do, please raise your hand and I'll come help you=)

Walk: Around the room to make sure everyone is following directions.

Compliment & Encourage: The kids on doing a great job and not moving ahead in the activity.

State: In the box that has the words Class Friend, please choose a friend of yours in this classroom and write his/her name in the box, on the line, without he/she knowing about it. Choose three critters for him/her by placing an X in the corresponding box of the three critters directly under your friend's name. For example, one of your X's for your friend might be the Wolf because he/she is pretty loud. Look up at my paper or raise your hand if you're not sure what I'm asking you to do.

Walk: Around the room to make sure everyone is following directions.

State: Last one! In the box that reads Friend, choose a name of a friend that is not in this classroom. He/she can be from another room, Sunday school, your football team or your dance class. Anyone you consider to be friend. Now just like before, select three critters for your friend

Fourth Grade-Lesson Two

and place those three X's in their corresponding boxes directly under you Friends name.
(Demonstrate as needed.)

Walk: Around the room to make sure everyone is following directions.

Compliment: Great job so far on doing something pretty difficult!

Part Two

This is where we introduce the term Conflict to the boys & girls.

State & Ask: Before we go on any farther, raise your hand in you've ever had a problem or conflict with any of the names of people on this paper like your Sibling? Cousin? Class friend? or Friend?

Ask: Raise your hand if you ever felt like you went to "battle" with that person?

State & Demonstrate: This is what I want you to do now. Look at your paper and go to the column with your name on it. Look at your three critters and compare them to the critters in your sibling's column. Now, you're going to have to give this next thing I ask some thought.

Ask: If your critters did battle with your sibling's critters, would you or your sibling win that battle/conflict? (Allow a moment for a decision to be made.)

State & Point: If you won that battle/conflict with your sibling, put a W (win) in the box at the bottom of your (self) column on the first little marker line. Then put an L (lost) in your sibling's box at the bottom of his/her column. If you lost that battle/conflict with your sibling, instead of a W, put an L in your (self) bottom box and a W in the bottom box of your sibling's column. If there were no clear winners, put a letter D in both your boxes for "Damaged." You're going to end up with a total of four letters in your (self) bottom box that's why you have four little line markers. Make sure you make those letters small enough so you have room. The lower boxes of your sibling, cousin, classroom friend and friend will only have one letter in their box.

Ask: If you're not sure what I'm asking you to do, raise your hand and I'll come by and help you=)

State & Demonstrate: Now do the same thing with your cousin. Compare your three critters to your cousin's three critters and decide which of you would win that battle. I'll give you a minute to figure that out. Once you've decided who won that conflict, place a W in the bottom box of your or your cousins column and an L in the losers bottom box. If there was no clear winner, place the letter D in both of your lower boxes. Look at my example if you're not sure.

Ask: If you're still not sure what I'm asking you to do, raise your hand and I'll come by and help you=)

Fourth Grade-Lesson Two

State & Ask: Let's do the same thing with your class friend. Compare your three critters against your classmate's three critters. Who between you and your friend would win that battle? Which one of you would lose? Put the W or L where it belongs or put a D in the lower box of both you and your classmate if there was no clear winner.

Ask: If you're not sure what I'm asking you to do, raise your hand and I'll come by and help you=)

State & Ask: Last one! Let's do the same thing for you and your other friend. Compare your three critters to your other friend's three critters. In a battle with your other friend, would you win, lose, or would you both just take a lot of damage? Use the W or L in your and your friend's lower box or the letter D in both your and your other friend's lower box.

Ask: If you're not sure what I'm asking you to do, raise your hand and I'll come by and help you=)

State: Now let's see how you all did! Look at your papers very closely.

Ask: Please raise your hand if you won the battle/conflict with your sibling. (hands down)

Ask: Please raise your hand if you won the battle/conflict with your cousin. (hands down)

Ask: Please raise your hand if you won the battle/conflict with your class friend. (hands down)

Ask: Please raise your hand if you won the battle/conflict with your other friend. (hands down)

Ask: Please raise your hand if your relationships took a lot of damage with these battles/conflicts (hands down)

Part Three

This is where we introduce that when conflict goes to battle, win or lose, everyone to some degree gets damaged and so do those relationships. Conflict resolution, on the other hand isn't about winning, allows both parties to feel good and has a way of strengthening those relationships.

State: Since everyone seemed at the very least to get damaged in those battles and had your relationships with your family and friends also get damaged, lets try to change our thinking. Instead of trying to win the battle, let's try to resolve the conflict because winning battles at the expense of losing and damaging your relationships may not make you much of a winner.

State & Point: Look up at my paper and look at where I'm pointing. Now I want you to find the word Raptor on your paper. In that box there is a blank line under the word Raptor. (Make sure everyone understands what you're talking about.)

Fourth Grade-Lesson Two

State & Point: Cross out the word Raptor because Raptors bully. On the blank line I want you to write in the word: Respect. Respect is thinking, believing and acting that the person you're in conflict with is deserving of your best...not your worst.

State & Point: Cross out the word Lion because Lions intimidate and do intimidating things. On the blank line under the word Lion, write in the word: Listen. Listen to the person you're in conflict with using both eyes, both ears, and keep your mouth shut. Do not roll your eyes, have head phones on or interrupt that person.

State & Point: Cross out the word Shark because Sharks frighten and do scary things. On the blank line under the word Shark, write in the word: Share. Share means that you get to tell the person you're in conflict with (respectfully and without intimidation) how you're feeling and what you're thinking about the problem. This means that you just don't walk away from someone saying "Whatever."

State & Point: Cross out the word Python because Pythons sneak and do sneaky things. On the blank line under the word Python, write in the words: Problem Solve. Problem solving means that you are looking for a solution to the problem and not someone to keep blaming for the problem.

State & Point: Cross out the word Wolf because Wolf's like to yell and call names. On the blank line under the word Wolf, write in the word: Work. To solve any conflict it's going to require you to work at making things better...not worse.

Ask: The boys and girls to review their papers and to think about how those conflicts could have had a better outcome had they used resolution techniques of respect, listening, sharing, problem solving, and working (where everybody wins) instead of the battle techniques of bullying, intimidating, frightening, sneaking and yelling/name calling.

State: Raise your hand if you've seen any relationships with grown-ups get damaged because someone was trying to "win" the conflict they were having by bullying, intimidating, frightening, sneaking, or yelling at the other person.

Ask: Do you think you could have prevented any of those relationships from getting damaged had you used these peaceful resolution skills instead of those tactics connected to "winning" the conflict?

Call Upon: Volunteers to read their top three resolution skills (ex. Respect instead of Raptor, Listen instead of Lion, and Share instead of Shark.)

In Conclusion: Remind students that people come to counseling for lots of reasons and one of those reasons might be because they're always trying to win their conflicts but only end up damaging their relationships. Encourage boys and girls to practice connecting all five peaceful

Fourth Grade-Lesson Two

conflict resolution skills together because it will help them get better at resolving conflicts with important people in their lives=)

(See attached activity sheet below)

Fourth Grade-Lesson Two

	<u>Self</u>	<u>Sibling</u>	<u>Cousin</u>	<u>Class Friend</u>	<u>Friend</u>
Write first names: >	_____	_____	_____	_____	_____
<u>Raptor</u>					
<u>Lion</u>					
<u>Shark</u>					
<u>Python</u>					
<u>Wolf</u>					
W L D	_____	_____	_____	_____	_____

