
Iñupiaq Values Curriculum

Avoidance of Conflict-Paaqłaktautaiññiq

North Slope Borough School District

Students will learn about conflict. They will learn about how conflicts start and practice resolving issues before they escalate into conflicts.



Avoidance of Conflict

The Iñupiaq way is
to think positive, act
positive, speak positive
and live positive.

Paaqłaktautaiññiq

Iñupiat pirağausiat tavra isumalluatağniq,
pirağausiqalluatağniq, uqalluatağniq sulı iñuulluatağniq.

This curriculum is being piloted for the 2007-08 school year. Please send any recommendations for changes or improvements to chrisann.justice@nsbsd.org

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Introduction

The purpose of this unit is to help students look at conflict and how to resolve it effectively. Most classrooms are dealing with minor to major conflicts on a daily basis. Even issues as minor as sharing materials can escalate into major conflicts. In fact often teachers feel that what they do more than anything else is help to mediate and resolve conflicts. We are including a conflict resolution method called “Talk It Out Together.” The model presented is by no means the only model for helping students resolve their own conflicts. We do not expect every teacher to use the same model. If you are accustomed to using a different model we hope that you will continue to use it and not feel obligated to use the one presented in this curriculum. We would ask that you try to use whatever model you choose on a daily basis as we all focus on the value of Avoidance of Conflict. We hope that as students learn to use the model, they will take more ownership of their conflicts, and come up with more resolutions.

Avoidance of Conflict

K3-Third Grade: Talk It Out Together

Students will practice using “Talk It Out Together” or another group directed conflict resolution method. They will work together to arbitrate classroom conflicts. Students will recognize and begin to take ownership of the conflicts as well as the solutions to those conflicts.

Activity #1:

Practice using “Talk It Out Together” or another group method of conflict resolution. You can find the instructions for the “Talk It Out Together” method at the end of this unit. Once students are familiar with the steps you can begin to apply them to conflicts within the classroom. Take some time every day to allow the students to talk about conflicts. Allow the students to help in the resolution processes.



Photo Opportunity: Take pictures of the students watching you model this conflict resolution method with puppets.

Activity #2

As you do reading with students include discussions about conflicts that arise in the stories. Allow the students the opportunity to share how they think the conflict could have been solved differently. With the older students you can also allow the class to vote on the “best” solution.



Photo Opportunity: Take pictures of the students listening to stories that include conflicts.

State Grade Level Expectations Met through Activities:

Reading:

[K] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Listening to and using new vocabulary in context

[K] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, where, and what questions after listening to a sentence, paragraph, or story

[K] 1.4.2 The student restates/summarizes information by: Restating information after listening to text

[K] 1.5.1 The student demonstrates an understanding of main idea by: Identifying the most important idea of a text

[K] 1.6.1 The student follows oral and written directions by: Following simple two-step oral directions to complete a task

[K] 1.7.1 The student analyzes content and structure of genres by: Listening to and discussing fiction, non-fiction, and poetry

[K] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard

[K] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences

[1] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles)

[1] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, what, where, and when questions after listening to or reading a story

[1] 1.4.2 The student restates/summarizes information by: Restating information after listening to text*

[1] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard*

[1] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences and other texts

[2] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering questions about information explicitly stated in text

[2] 1.2.2 The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction)

[2] 1.2.3 The student comprehends literal or inferred meaning from text by: Making simple inferences

[2] 1.4.2 The student restates/summarizes information by: Restating information after reading text*

[2] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read

[2] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences, experiences of other, and other texts

[3] 1.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[3] 1.8.1. The student analyzes literary elements and devices by: Identifying or describing problem and solution, main characters, and setting in fiction

[3] 1.9.1. The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read (L)

[3] 1.10.1. The student connects themes by: Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)

Avoidance of Conflict

Fourth Grade: Conflicts in Our Classroom

Students will practice using “Talk It Out Together” or another group directed conflict resolution method. They will work together to arbitrate classroom conflicts. Students will recognize and begin to take ownership of the conflicts as well as the solutions to those conflicts. Students will look at conflict in their reading and write about a classroom conflict.

Activity #1:

Practice using “*Talk It Out Together*” or another method of conflict resolution. You can find the instructions for the “*Talk It Out Together*” method at the end of this unit. Once students are familiar with the steps you can begin to apply them to conflicts within the classroom. Take some time every day to allow the students to talk about conflicts. Allow the students to help in the resolution processes.



Photo Opportunity: Take pictures of the students working together to resolve conflicts.

Activity #2

As you do reading with students include discussions about conflicts that arise in the stories. Allow the students the opportunity to share how they think the conflict could have been solved differently. When several solutions have been offered allow the class to vote on the “best” solution as a way to get them to think about the solutions. Have them defend their choice. Hopefully they will come to the conclusion that there are often many great solutions to conflicts.



Photo Opportunity: Take pictures of the students listening to stories and talking about conflicts.

Activity #3:

Have the students write a story about a conflict that happened in the classroom. You can have them use the following questions to guide their writing.

1. What was the conflict?
2. Who was involved in the conflict?
3. How was the conflict resolved?
4. Who was affected by the conflict?

5. Tell of a way that you would have chosen to solve the conflict differently.

State Grade Level Expectations Met through Activities:

Reading:

[4] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[4] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

Writing:

[4] 2.1.1. The student writes about a topic by: Writing a paragraph that maintains a focused idea and includes details that support the main idea

[4] 2.1.2. The student writes about a topic by: Organizing ideas logically (L)

[4] 2.1.3. The student writes about a topic by: Writing a story or composition with a beginning and middle and ending with a concluding statement (L)

[4] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, descriptions or observations)

[4] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays or lyrics) (L)

[4] 2.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of simple and complex sentences including the conjunctions and, or, but, or because

[4] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words and contractions) (L)

[4] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences,

commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)

[4] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting usage mistakes in subject/verb agreement (L)

[4] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus and to support main ideas

[4] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[4] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries (L)

[4] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

Avoidance of Conflict

Fifth Grade: Conflicts in My Family

Students will practice using “Talk It Out Together” or another group directed conflict resolution method. They will work together to arbitrate classroom conflicts. Students will recognize and begin to take ownership of the conflicts as well as the solutions to those conflicts. Students will look at conflict in their reading and write about a family conflict.

Activity #1:

Practice using “Talk It Out Together” or another method of conflict resolution. You can find the instructions for the “Talk It Out Together” method at the end of this unit. Once students are familiar with the steps you can begin to apply them to conflicts within the classroom. Take some time every day to allow the students to talk about conflicts. Allow the students to help in the resolution processes.



Photo Opportunity: Take pictures of the students working together to resolve conflicts.

Activity #2

As you do reading with students include discussions about conflicts that arise in the stories. Allow the students the opportunity to share how they think the conflict could have been solved differently. When several solutions have been offered allow the class to vote on the “best” solution as a way to get them to think about the solutions. Have them defend their choice. Hopefully they will come to the conclusion that there are often many great solutions to conflicts.



Photo Opportunity: Take pictures of the students listening to stories and talking about conflicts.

Activity #3:

Make copies of the “*Conflicts in My Family*” activity instruction sheet. Have the students follow the instructions to guide them in their writing about a conflict in their family. Once the students have finished the writing process allow time for them to share their stories of conflicts and solutions. This activity can help students to see that there are conflicts in all families and that they can use the skills that they learn in the “*Talk It Out Together*” conflict resolution method to help them at home as well.

Note: It is possible that some students will write about conflicts that may not want to discuss with the group. Please be sure to allow students the option of not sharing their conflict story with the class.

Writing Assignment: Conflicts in My Family

Think of a recent conflict in your family. Common family conflicts include things like:

- a. Brothers & sisters arguing over toys.
- b. Brother & sisters arguing over what program to watch on TV.
- c. Younger brothers or sisters “getting into” your things.
- d. Having to do chores.
- e. Not being allowed to go somewhere you want to go.

Write about the conflict by answering the following questions.

1. First tell about the conflict. You’ll need to include details such as who was involved in the conflict and what the conflict was about.
2. Were there other things that happened that day or even days before that led up to the conflict. For instance did your brother get to pick the TV show several days in a row and you felt that today it should be your turn?
3. How was the conflict resolved? If you don’t feel that it was resolved then say so and tell why you don’t think it was resolved.
4. Was the conflict resolved peacefully or violently?
5. Are you happy with how the conflict was resolved? Do you think the other person or people involved are also happy?
6. Tell at least one other way that the conflict could be peacefully resolved.

State Grade Level Expectations Met through Activities:

Reading:

[5] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction) (L)

[5] 2.2.3. The student comprehends literal or inferred meaning from text by: Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

[5] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)

[5] 2.8.1. Analyzes and evaluates literary elements and devices by: Identifying or describing in fiction: plot (e.g., main conflict or problem, sequence of events, resolution); settings (e.g., how it affects the characters or plot); characters (e.g., physical characteristics, personality traits, motivation); point of view (who is telling the story)

[5] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

Writing:

[5] 2.1.1. The student writes about a topic by: Writing more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph

[5] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks (L)

[5] 2.1.3. The student writes about a topic by: Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (L)

[5] 2.1.4. The student writes about a topic by: Writing a concluding statement

[5] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[5] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[5] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)

[5] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)

[5] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[5] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (L)

[5] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

[5] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[5] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (L)

[5] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

[5] 2.6.3. The student uses resources by: Writing using a word processor (L)

Avoidance of Conflict

Sixth Grade: Conflicts in our School

Students will focus on conflict in their reading and the school. They will come up with peaceful solutions to the conflicts. Students will write about a school conflict.

Activity #1:

Have the students look for conflicts in their readings. You can simply have them discuss the conflicts or you can choose to have them write about them. The same questions that they will use to analyze conflicts in school can easily be used for conflicts found in their reading. Read Write & Think has an excellent lesson plan for teaching the elements of plot and conflict resolution. You can get the lesson by going to:

http://www.readwritethink.org/lessons/lesson_view.asp?id=803



Photo Opportunity: Take pictures of the students discussing conflicts found in their reading or real lives.

Activity #2:

Have the students come up with some conflicts within the school. Have them pick a conflict to write about. They can use the following questions to guide their writing:

1. What was the conflict?
2. Who was involved in the conflict?
3. Who was affected by the conflict?
4. What events led up to the conflict?
5. How was the conflict resolved?
6. Has the conflict re-occurred after the first time it was resolved?
7. Tell of a way that you would have chosen to solve the conflict differently.

8. How would things be different now if things had been done according to your solution?

Have the students present their findings on the conflict and their proposed resolutions to the class.



Photo Opportunity: Take pictures of the students' class presentations.

State Grade Level Expectations Met through Activities:

Reading:

[6] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., what circumstances influenced a character to make a specific decision) or rereading (e.g., for clarification, confirmation, correction) (L)

[6] 2.2.3. The student comprehends literal or inferred meaning from text by: Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

[6] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)

[6] 2.8.1. Analyzes and evaluates literary elements and devices by: Identifying or describing in fiction: plot (e.g., main conflict or problem, sequence of events, resolution); settings (e.g., how it affects the characters or plot); characters (e.g., physical characteristics, personality traits, motivation, growth and change); point of view (who is telling the story)

[6] 2.9.3. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[6] 2.10.1. The student connects themes by: Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

Writing:

[6] 2.1.1. The student writes about a topic by: Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details

[6] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)

[6] 2.1.3. The student writes about a topic by: Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology, comparison/contrast) (L)

[6] 2.1.4. The student writes about a topic by: Writing a concluding statement

[6] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[6] 2.2.3. The student writes for a variety of purposes and audiences by: Using expressive language when responding to literature or producing text (e.g., writer's notebook memoirs, poetry, plays or lyrics) (L)

[6] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing

[6] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)

[6] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[6] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)

[6] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear

[6] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[6] 2.4.3. The student revises writing by: Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)

[6] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)

[6] 2.6.2. The student uses resources by: Using a thesaurus to find synonyms for common words (L)

[6] 2.6.3. The student uses resources by: Writing with a word processor using formatting features to produce a final draft (L)

Avoidance of Conflict

Seventh Grade: Conflicts in our Community

Students will focus on conflict in their reading and the community. They will come up with peaceful solutions to the conflicts. Students will write about a community conflict.

Activity #1:

Have the students look for conflicts in their readings. You can simply have them discuss the conflicts or you can choose to have them write about them. The same questions that they will use to analyze conflicts in the community can easily be used for conflicts found in their reading. Read Write & Think has an excellent lesson plan for teaching the elements of plot and conflict resolution. You can get the lesson by going to:

http://www.readwritethink.org/lessons/lesson_view.asp?id=803



Photo Opportunity: Take pictures of the students discussing conflicts found in their reading or real lives.

Activity #2:

Have the students come up with some conflicts within the community. These may be current conflicts or things that have occurred in the past. They may need to speak with community members and organizations to get this information. Have them pick a conflict to write about. They can use the following questions to guide their writing:

1. What was (or is) the conflict?
2. Who was (or is) involved in the conflict?
3. Who was (or is) affected by the conflict?
4. What events led up to the conflict?
5. How was the conflict resolved? or How do some people want to resolve it?
6. Has the conflict re-occurred after the first time it was resolved? or Is this a new conflict?

7. Tell of a way that you would have chosen (or chose) to solve the conflict differently.

8. How would things be different now if things had been done according to your solution?

Have the students present their findings on the conflict and their proposed resolutions to the class.



Photo Opportunity: Take pictures of the students' class presentations.

State Grade Level Expectations Met through Activities:

Reading:

[7] 3.7.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme

Writing:

[7] 3.1.1. The student writes about a topic by: Writing a thesis statement that identifies the focus or controlling idea for the entire composition

[7] 3.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement

[7] 3.1.3. The student writes about a topic by: Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases

[7] 3.1.4. The student writes about a topic by: Writing a conclusion that supports the thesis or summarizes the main ideas

[7] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe

[7] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[7] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[7] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)

[7] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[7] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[7] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)

[7] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[7] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[7] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[7] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[7] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[7] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[7] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

Avoidance of Conflict

Eighth Grade: Conflicts between Friends

Students will focus on conflict in their reading and between friends. They will come up with peaceful solutions to the conflicts. Students will write about a conflict between friends.

Activity #1:

Have the students look for conflicts in their readings. You can simply have them discuss the conflicts or you can choose to have them write about them. The same questions that they will use to analyze conflicts between friends can easily be used for conflicts found in their reading. Read Write & Think has an excellent lesson plan for teaching the elements of plot and conflict resolution. You can get the lesson by going to:

http://www.readwritethink.org/lessons/lesson_view.asp?id=803



Photo Opportunity: Take pictures of the students discussing conflicts found in their reading or real lives.

Activity #2:

Have the students come up with some conflicts between friends. These may be current conflicts or things that have occurred in the past. Have them pick a conflict to write about. They can use the following questions to guide their writing:

1. What was (or is) the conflict?
2. Who was (or is) involved in the conflict?
3. Who was (or is) affected by the conflict?
4. What events led up to the conflict?
5. How was the conflict resolved? or How do some people want to resolve it?
6. Has the conflict re-occurred after the first time it was resolved?
7. Tell of a way that you would have chosen (or chose) to solve the conflict differently.

8. How would things be different now if things had been done according to your solution?

Have the students present their findings on the conflict and their proposed resolutions to the class.



Photo Opportunity: Take pictures of the students' class presentations.

State Grade Level Expectations Met through Activities:

Reading:

[8] 3.7.3. Analyzes and evaluates literary elements and devices by: Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme

Writing:

[8] 3.1.1. The student writes about a topic by: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph

[8] 3.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement

[8] 3.1.3. The student writes about a topic by: Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases

[8] 3.1.4. The student writes about a topic by: Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point)

[8] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade

[8] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[8] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[8] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[8] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)

[8] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[8] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[8] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)

[8] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[8] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[8] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[8] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[8] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[8] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[8] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[8] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

Avoidance of Conflict

9th-12th Grade: Conflicts in History

Students will focus on conflict in their reading and in historical events of conflict that coincide with the unit of History or Social Studies that they are currently studying. They will analyze conflict and come up with their own solutions to conflicts.

Activity #1:

Have the students look for conflicts in their readings. You can simply have them discuss the conflicts or you can choose to have them write about them. The same questions that they will use to analyze conflicts in history can easily be used for conflicts found in their reading.



Photo Opportunity: Take pictures of the students discussing conflicts found in their reading or real lives.

Activity #2:

Have the students research and report on an even in history. You can assign the events based on your current unit of study or you can allow them to pick the event they are most interested in.

Have them create a presentation that answers the following questions:

1. What was the conflict?
2. Who was involved in the conflict?
3. Who was affected by the conflict?
4. What events led up to the conflict?
5. How was the conflict resolved?
6. What were the residual effects of those involved in the conflict? Were there residual feelings of hostility? If so how long did they take to resolve themselves?
7. Has the conflict re-occurred after the first time it was resolved?
8. If you were one of the leaders of the conflict how would you have been able to solve the conflict more peacefully?

9. How would things be different now if things had been done according to your solution?

Have the students present their findings on the conflict and their proposed resolutions to the class.



Photo Opportunity: Take pictures of the students' class presentations.

State Grade Level Expectations Met through Activities:

Reading:

[9] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[9] 4.6.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

[10] 3.2.2. The student reads text aloud by: Giving an oral formal presentation (e.g., research reports, literature responses) (L)

[10] 4.6.1. Analyzes and evaluates literary elements and devices by: Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone

Writing:

[9] 4.1.1. The student writes about a topic by: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

[9] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[9] 4.1.3. The student writes about a topic by: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases

[9] 4.1.4. The student writes about a topic by: Writing a concluding paragraph that connects concluding elements to the introductory elements

[9] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[9] 4.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[9] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[9] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[9] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[9] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[9] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[9] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

[9] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[9] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[9] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[9] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[9] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[9] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[9] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[9] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[9] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

[10] 4.1.1. The student writes about a topic by: Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)

[10] 4.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically

[10] 4.1.3. The student writes about a topic by: Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases

[10] 4.1.4. The student writes about a topic by: Writing a conclusion that ties it to the introduction

[10] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

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[10] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

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[10] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

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[10] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)

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[10] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)

Talk It Out Together

Grade Levels: **K - 5**

Objectives

- Students will learn the "Talk It Out Together" method of solving conflicts.
- Students will practice this conflict-solving process.

NOTE: Few children in preschool or the primary grades will master this process initially, and most will need help remembering and implementing it. By introducing it and practicing it, children will begin to acquire some of these skills, but even older children may still need help in using them or rely on adults to get the process started.

Materials

- Copies of the [Talk It Out Together Conflict-Solving Chart](http://teachervision.com/tv/printables/TalkItOutTogetherChart.pdf) (<http://teachervision.com/tv/printables/TalkItOutTogetherChart.pdf>)
- Two hand Puppets

Procedures

1. Display the [Talk It Out Together Conflict-Solving Chart](http://teachervision.com/tv/printables/TalkItOutTogetherChart.pdf) and explain that the "Talk It Out Together" method is a problem-solving process that's easy to remember. It consists of the following steps:

Step One: Get Together

Step Two: Take Turns Talking and Listening.

Step Three: What Will Help?

Step 4: Choose a Plan.

Step 5: Do It!

2. Walk the group through the "Talk It Out Together" method, using the following puppet role play:

The puppets are cleaning up after an activity. Two puppets are pulling at the same toy until one of the puppets pushes the toy at the other and he falls down and starts to cry. Say, "The puppets seem to have a problem. Let's use the 'Talk It Out Together' method to resolve this conflict."

3. Have the puppets model the steps of the method in the following ways:

Step One: Get Together. The puppets face each other for step one.

Step Two: Take Turns Talking and Listening. The puppets take turns talking about how they felt about the toy and about the pushing and falling.

Step Three: What Will Help? The puppets take turns suggesting plans that will make both parties feel okay.

Step Four: Choose a Plan. The puppets suggest two different solutions that are agreeable to both of them.

Ask the students to give a thumbs-up for the plan they like the best.

Step Five: Do It! The puppets pick the plan they like by signaling thumbs-up.

* This model was developed through the collaboration of ESR's Early Childhood training team: Lisa M. Cureton, Chris Gerzon, Rebecca Johns, Kim Jones, William J. Kreidler, Carol Miller Lieber, Sarah Pirtle, and Sandy Tsubokawa Whittall.

Excerpted from *Early Childhood Adventures in Peacemaking* by William J. Kreidler and Sally Tsubokawa.

Five Styles of Handling Children's Conflicts

Style of Handling Conflict	Uses	Limitations
<p>DIRECTION When you say, in effect, "Do this," you are directing. Direction is a non-negotiating approach. An adult authority decides what needs to be done and gives the direction that it be done. It's important to recognize that directing need not be unkind or authoritarian. Children can be told nicely, but clearly, what they need to do.</p>	<p>When safety is at stake; when children are out of control and need help getting back into control; when there is no time to discuss or negotiate; when the problem is not important enough to spend much time or energy.</p>	<p>Doesn't build children's independence in problem solving; may cause resentment on the part of children; may not really solve problems.</p>
<p>MEDIATION A third party--either a staff person or any trained person--sits with children and helps them work out their conflict by creating an environment where problem solving can take place. This is done by strictly enforcing ground rules: be honest, no interrupting, and no name calling or put downs. The mediator helps the disputants define their problem, develop solutions, and choose a workable solution.</p>	<p>Because the disputants are solving the problem themselves, they are invested in the solution. Also, it helps get to the root of some persistent problems.</p>	<p>Takes time! The conflict may not be worth the time and effort compared to the learning that comes from it.</p>
<p>ARBITRATION Also involves a third party who hears both (or all) sides, then tells the disputants how they should handle the conflict. This may be done with some input from the disputants, or by simply saying, "This is what you're going to do."</p>	<p>Efficient. Gives the disputants a chance to state their point of view, but doesn't spend a lot of time on problem solving.</p>	<p>May not get to the root of the problem. The disputants may not learn anything about solving conflicts.</p>
<p>JUDGMENT Sometimes the emphasis needs to be not on problem solving, but on determining who was right and who was wrong. Children depend on the adult to act as a judge, to listen and weigh the evidence, and then to pass a fair judgment.</p>	<p>When there has been clear wrongdoing and the parties involved want justice; when there is a need for consequences to be decided upon for actions.</p>	<p>Doesn't build independent problem-solving skills; keeps children dependent upon adults; is by nature a win-lose solution rather than a win-win solution.</p>

This chart was found at:

<http://www.teachervision.fen.com/classroom-discipline/teaching-methods/2939.html?detoured=1>